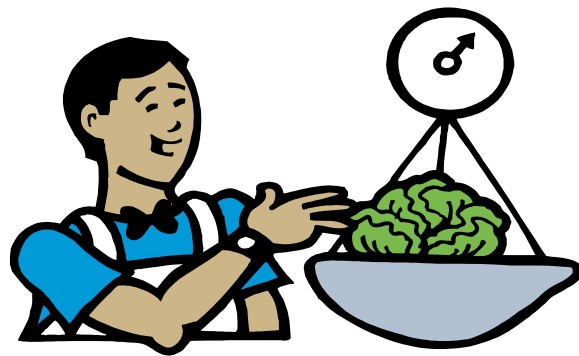
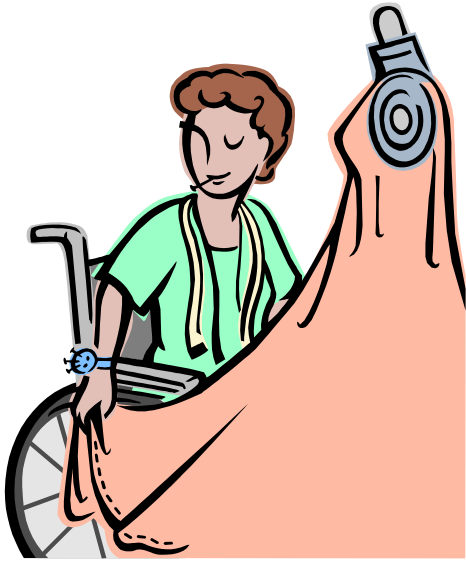


SUPPORTED EMPLOYMENT RESOURCE HANDBOOK



STATE OF TENNESSEE

DIVISION OF MENTAL RETARDATION SERVICES
2003

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SUPPORTED EMPLOYMENT RESOURCE HANDBOOK

STATE OF TENNESSEE DIVISION OF MENTAL RETARDATION SERVICES

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SUPPORTED EMPLOYMENT RESOURCE HANDBOOK

STATE OF TENNESSEE DIVISION OF MENTAL RETARDATION SERVICES

CHAPTER 1 TITLE Introduction and Overview

Purpose

This handbook is intended to provide information for job seekers, service providers and other interested persons about available resources for accessing and providing supported employment services in Tennessee. It also attempts to answer many of the most frequently asked questions about supported employment and to identify where to find additional information. It is the product of the contributions of many knowledgeable people. Without them, this resource would not have been possible.



Supported Employment in Tennessee

Tennessee initiated its statewide supported employment services in 1988. Since that time the number of people employed has grown from fewer than 200 people to more than 2800 in 2002.

The Division of Mental Retardation Services encourages the use of models for supporting individual placements. Supported employment for post-school-age adults is funded through a cooperative partnership between the Division of Rehabilitation Services (DRS) and the Division of Mental Retardation Services (DMRS). DMRS funds supported employment through state funds and the Medicaid Home and Community Based Services Waiver. In addition, in 2001 the Tennessee Council on Developmental Disabilities awarded funds to the Tennessee Division of Mental Retardation Services to increase the percentage of persons served by DMRS who are employed in the community to 25% by 2004. A portion of that funding was for incentive grants to encourage provider agencies to develop and/or expand employment opportunities.

The Growth of Supported Employment in Tennessee			
	1988	1997	2001
Number of Persons Served in Supported Employment	118	2,522	2,834
Number of Providers	NA	78	87
Primary Model Utilized	Individual	Individual	Individual
Number of DRS Closures in Employment		416	527
TN Division of Rehabilitation Services Title VI-C and Title I Funds	\$.43 M	\$ 2.55 M	\$ 2.6 M
TN Division of Mental Retardation Services Funds	\$ 0	\$ 1.88 M	\$ 3.52 M



Core Values of Supported Employment

The value base for supported employment began to evolve in the 1970s through the work of visionaries such as Marc Gold, Lou Brown, Wolf Wolfensberger, Tom Bellamy, Burton Blatt, and many others. It has been built on by advocates, self advocates and organizations such as the Association for Persons in Supported Employment (APSE).

The following value statements are central to the practice of supported employment, and have been endorsed by the Association for Persons in Supported Employment (DiLeo, MacDonald, & Killam, 1991; revised 1997).

Individuality: People receive assistance as unique individuals with varying interests, preferences, and aptitudes. They should not be grouped on the basis of label, functioning level, or convenience of support.

Choice: People have options related to their interests and desires so that they may exercise control and autonomy. Their choices become informed by direct personal experience and/or information on alternatives.

Respect: Services are always provided in a way that is dignified and age appropriate.

Participation: People participate actively in all their chosen pursuits of life.

Competence: Individuals are provided opportunities to learn skills of interest and usefulness and to express their gifts and capacities.

Social Inclusion: People have access to diverse individuals in social contexts to build friendships, working relationships, and networks of individuals who share interests, settings, or other commonalities.

Community Settings with Minimal Intrusion: Services are designed to support persons in their pursuit of a quality life in natural settings in ways which minimize artificiality and restrictiveness.

DiLeo, D. (2002). Orientation to supported employment. Training Resource Network, Inc.

Likewise, the Virginia Commonwealth University's Rehabilitation Research and Training Center on Supported Employment, long a leader in the field, has adopted the following values for Supported Employment:

Presumption of Employment	Everyone has the capability and right to a job.
Competitive Employment	Employment occurs within the regular community businesses.
Control	Career satisfaction occurs when individuals have choice over their employment supports and services.
Commensurate Wages & Benefits	Employees should earn competitive wages.

Focus on Capacity & Capabilities	Employees are viewed in terms of their abilities, strengths, and interests: not their disabilities.
Importance of Relationships	Community relationships lead to mutual respect and acceptance.
Power of Supports	Employees must determine their personal goals and receive the supports to achieve their ambitions.
Systems Change	Traditional systems must be aligned with customer control
Importance of Community	People need to be connected to the community for acceptance, growth, and development.

Brooke, V., Inge, K., Armstrong, A., & Wehman, P. (1997). Supported employment handbook: A customer driven approach for persons with significant disabilities. Richmond, Va: Virginia Commonwealth University-Rehabilitation Research & Training Center on Supported Employment..



Federal Definition of Supported Employment

Supported employment is competitive work in an integrated work setting for individuals with the most severe disabilities:

- for whom competitive employment has not traditionally occurred,
- or for whom competitive employment has been interrupted or intermittent as a result of a severe disability,
- and who, because of the nature and severity of their disability, need intensive supported employment services and extended services after transition in order to perform such work.



Process of Supported Employment

Supported employment is a process. While the steps in the process may vary to some extent depending on the service provider, the following are the typical elements.

Career Planning – to discover who the person really is, what he or she is good at and like to do, and what type of career he or she wishes to have.

Job Development – to secure a job that matches the career planning goals of the individual.

Job Acquisition – to determine whether to accept a job based on career planning.

Work Support – to determine the supports necessary to assist the individual to learn and retain the job. Existing supports natural to the work environment are maximized for training and ongoing support.

Holistic Life Support – to ensure that the individual has consistent service and opportunities for community activities which connect to work, home, social, and recreational needs.

Career Advancement – to ensure that the individual has opportunities and support to advance to other jobs which may provide new and/or greater responsibilities, compensation, and challenge.

DiLeo, D. (2002). Orientation to supported employment.. St. Augustine, FL: Training Resource Network, Inc.

Individual Assessment

Assessments are used to learn as much as possible about the individual.

Interest Inventories – consist of checklists, pictures and photographs, hands-on materials, and community-based experiences to gauge the individual's interests.

Situational Assessments – community-based experiences, also called job trials, at real jobs to help the individual learn about the work setting and job duties and if he/she would like that type work environment.

Job Seeker Interview – a discussion with the individual about interests, hobbies, etc.

Key Informant Interviews – discussions with the individual's family, friends, and support staff to determine career-related information.

DiLeo, D. (2002). Orientation to supported employment.. St. Augustine, FL: Training Resource Network, Inc.

Job Analysis

A job analysis is an in-depth exploration of a specific job. Information can be obtained by interviewing the employer and coworkers and through observation of the job. The job analysis allows the employment consultant information to use to in negotiating the best possible job opportunity that meets the individual's career plan.

Job Matching

The preference of the individual should be carefully considered throughout the employment search. The career plan will be a guiding tool to matching job requirements with the interests and preferences of the individual.

Job Specific Training

The new employee will have a lot to learn about his/her new job. In some instances, the employer will have in-house training available to new employees. Be careful not to interfere with this training. However, be available to provide additional support. Systematic instruction is a method of providing training in a consistent manner that accommodates the individual's learning style and support needed to learn job tasks and establish working relationships with coworkers and employers. The following tips will help you establish an individualized plan for training.

- Be consistent
- Be precise.
- Provide frequent and varied practice.
- Keep a record of the learning.
- Foster learning through the natural environment.
- Determine the most effective learning style for the person.

Task Analysis

A task analysis provides direction to the job coach when teaching new tasks. The task analysis breaks down each task into teachable tasks. Benefits of the task analysis is as follows:

- Steps are broken down into teachable components.
- Steps are in order.
- Cues are provided for the new employee to identify the step.
- Learning styles of the individual are incorporated.
- Support needs of the individual are incorporated.
- Consistent and systematic instruction is possible.
- A record of learning can be maintained.
- An account of teaching is available.

Fading

When an employee is performing 80% of the job independently, the job coach can begin the fading process. Before fading from the worksite, be sure to 1) ensure all reinforcements occur naturally and 2) inform the employer, supervisor, and/or coworkers of your plans. Steps to fading can be as follows:

- Begin backing away from the worker.
- Observe the worker from a distance.
- Leave the worker for a short period of time.
- Leave the worker for extended periods of time.
- Discuss performance and progress of the individual.
- Plan to provide extended services.
- Meet with the individual and employer two times a month.
- Be available for continued consultation.



Provider Reimbursement Schedules for Supported Employment Services

Funding for supported employment is a joint collaboration between the Tennessee Division of Mental Retardation Services (DMRS) and Tennessee Division of Rehabilitation Services (DRS). Supported employment services are paid on a performance-based schedule. Payments are made to the service provider as phases of supported employment are completed. The payments schedule is as follows:

Supplemental Evaluation	\$500 for one community based work site	Paid by DRS
	\$750 for two community based work sites	Paid by DRS
	\$1,000 for three community based work sites	Paid by DRS
Placement	\$1,500	Paid by DRS
Stabilization	\$2,000 for individual	Paid by DRS
	\$1,000 for group model	Paid by DRS
30/60 Day Follow Up		
Reports	\$600	Paid by DRS
Extended Services	Varies depending on staffing required	Paid by DMRS

Employment Models

There are several kinds of employment situations in which supported employment may be appropriate. While Tennessee has generally emphasized the individual approach, other approaches have been also successful and may be preferred by some individuals.

Individual Model	A person is working individually for a community employer supported by an appropriate mix of paid staff and natural supports. This is the least restrictive model. Pay is based on competitive wages.
Group Models: Mobile Crews and Enclaves	Mobile Work Crew. A group of 3-8 employees with 1-2 supervisors. The group typically works at several community sites throughout the day. Pay is based on contract procurement. Enclaves: A group of 3-8 employees with a permanent full-time supervisor. This group works within a specific community business or industry. Pay is based on production rate.
Dispersed Group or Cluster Option Model	A group of 8 employees or less working at different sites within the same business or industry. Employees are hired by the business. Pay is based on competitive wages.
Self-employment Model	Employees own and operate their own businesses. Pay depends on success of the business.

Brooke, V., Inge, K., Armstrong, A., & Wehman, P. (1997). Supported employment handbook: A customer driven approach for persons with significant disabilities. Richmond, Va: Virginia Commonwealth University, Rehabilitation Research & Training Center on Supported Employment.

? Frequently Asked Questions

- Q.** To what extent is supported employment practiced in the state of Tennessee?
- A.** DMRS supports 69 individuals age 21 or older through supported employment. This represents 1.1% of the total adult population served by DMRS. "Follow Along" services are not included in this number nor those served through Community Participation. Not all service providers offer supported employment services, but DMRS is encouraging agencies to expand supported employment service capacity.
- Q.** How can we emphasize that Supported Employment is for all types of disabilities, not just persons with mental retardation and other developmental disabilities?
- A.** A full understanding of the supported employment process is necessary to understand how supported employment can be utilized for all job seekers.
- Q.** Where is the support money?
- A.** DMRS, through the cost plan process can approve staff to assist in supported employment.
- Q.** Will participation in supported employment cause benefits to end?
- A.** The amount of the check you continue to receive from SSI or SSDI will depend on the amount of hours you work and the amount of wage you earn. Another consideration will be what expenses the person has to get and keep a job. Your employment consultant can help you determine the amount of your SSI or SSDI check that you will continue to receive.
- Q.** What if I don't like my job?
- A.** If you don't like your job, you have some choices. It is best that you talk honestly with your support staff and employment consultant throughout the job search to work out any problems.
- Q.** Does your agency provide transportation?
- A.** Some service providers provide transportation. However, it is a best practice if individualized transportation can be established for the worker.

SUPPORTED EMPLOYMENT RESOURCE HANDBOOK

STATE OF TENNESSEE DIVISION OF MENTAL RETARDATION SERVICES

CHAPTER 2 TITLE Coordination With DMRS, DRS, and Public Schools

Purpose: This chapter is intended to provide an overview of the service “flow” for Supported Employment between DMRS, DRS, and the public schools.

A knowledgeable working relationship between the supported employment provider, DMRS, and, DRS is critical to services provided to an individual funded through the Medicaid Waiver. Strong relationships between the providers, DRS, and the public schools are also important to successful transitions from school to work.



Supported Employment Provider Qualifications

Providers of DMRS funded supported employment services and supports must be approved and have the following qualifications as indicated in the Operating Guidelines for Community Providers:

- DMRS approval for provider enrollment, based on meeting the approval criteria for evaluating provider applications;
- DMRS signed provider agreement;
- Appropriate license through Tennessee Department of Mental Health and Developmental Disabilities;
- An approved Management And Supervision Plan

Provider Standards must also be met and maintained, as detailed and outlined in the Operating Guidelines for Community Providers, Section 10.28.

Prospective providers of supported employment services and supports should initially contact the DMRS Provider Application Review Committee @ (615) 532-9988 to request an application.

Note: DMRS supported employment providers are strongly encouraged to also be a DRS service provider. This dual relationship provides greater flexibility for a provider, especially in the area of Medicaid Waiver funded services.



Accessing Supported Employment

Individuals not currently receiving DMRS funded services

Individuals who are not currently receiving DMRS funded services must contact the DMRS Regional Office. If services are not available, following the completion of an application for service and the eligibility screening, the individual will be placed on a waiting list. The following are the points of contacts for intake, application for services, and referral:

East Region: Intake Coordinator: (toll free) 1-888-531-9876
Knoxville: 865-588-0508 ext. 122 Chattanooga: 423-634-6149
Greeneville: 423-787-6753 ext. 106 Johnson City: 423-434-6535

Middle Region: Intake Coordinator: (615) 231-5943
West Region: Intake Coordinator: (901) 213-1886

Individuals currently receiving DMRS funded services

Individuals who are currently funded by DMRS and who desire supported employment must be approved by DMRS prior to implementation of services and supports. Prior to accessing DMRS funding for supported employment, the individual must be referred to DRS for determination of eligibility for its supported employment program. In most cases people with mental retardation are eligible for DRS services under the Title VI C Amendment to the Rehabilitation Act. DMRS and DRS must approve any exceptions to this process. For information on the flow of services between DRS and DMRS contact the nearest DRS district office or the regional DMRS day service staff.

The following is a tool intended to assist in writing a justification for supported employment services funded by DMRS. The justification for services should address the following questions and provide answers that are concise and clear:

1. Is the individual currently receiving services from DRS? If not, why not? If yes, at which stage in the DRS process is the individual?
2. What is the individual's current DMRS day service funding?
3. Have the individual and his/her Circle of Supports (C.O.S.) discussed and agreed to the services being requested? Document the date that the C.O.S. met.
4. Describe the level of supports needed by individuals. For example, how many hours of job coaching per day? Describe the plan for developing natural supports. Include the safety plan for individuals receiving Waiver funding if they will not have continuous staff coverage.
5. Where is the individual working? How many hours per week does he/she work? What is the wage earned by the individual? What are the job duties?
6. When is the individual expected to reach stabilization under DRS funding and transfer to DMRS supports?

The following is an overview of how a person would normally move from DRS funded services to DMRS funded services:

1. A person can access DMRS Supported Employment when he/she completes DRS Stabilization (Status 18) and goes into DRS Extended Follow-Along (Status 22).

2. A Service Request for DMRS funded Supported Employment can be submitted at the **beginning of DRS Stabilization** if:

- a) The person has achieved placement in a job, and
- b) The person and the Circle of Support (C.O.S.) agree with the job placement.

Please Note:

The DRS stabilization period will last a minimum of 30 days. It is appropriate for the C.O.S. to project the end of the stabilization period and establish a 30-60 day target date for the initiation of supported employment from DMRS. This action and resulting information in the service request will help facilitate continued paid support for the individual transitioning from DRS to DMRS funding.

The SE/CP Combination Service is an option when it is unclear how long or how much supported employment will be needed or when individuals work only a few hours per day/week. A SE/CP combination is more flexible. It also allows the provider to support the individual in other community inclusive activities during non-work hours.

DMRS may not approve service requests when there information is insufficient or unclear. Some common examples of needed information include:

- a) The service request should reflect and discuss DRS involvement and status.
- b) The service request should provide sufficient justification for the level of support that the C.O.S. has determined is needed for the individual to work successfully in the community.



Transition from School To Work

The “School to Work Transition Program” assists high school students with disabilities to gain employment. Any student with a disability who is of work age or nearing his/her final year in high school may participate in the program. Referral must be made to the local DRS Vocational Rehabilitation Counselor.

The Local Education Agency (LEA) in consultation with DRS will hire a case manager and who will be trained by the DRS staff. With supervision by a local DRS Counselor or Supervisor, they will provide a variety of services for eligible students. Services can be accessed through the local DRS office (listed below). A DRS Counselor or a Case Manager employed in conjunction with the Local Education Agency (LEA) may provide a variety of services to eligible students.

DRS services include:

- Diagnostic, medical or psychological examination to determine the extent of disability and work potential
- Comprehensive vocational assessment to determine interests, talents, and possible areas of employment
- Counseling and guidance to help develop the student’s rehabilitation program and to provide assistance with implementation
- Adjustment services to help the student prepare for entry into the workplace
- Liaison between school and workplace
- Tuition and other costs, within limits and guidelines, for training

- Assistance with job placement upon completion of education

Some services, such as diagnostic exams, counseling, tuition and job placement are not based on financial need. Other services are based on available financial resources of the student/family.



For additional information contact:

**Division of Rehabilitation Services
400 Deaderick Street, Suite 1100
Nashville, TN 37248
(615) 313-6157**

TENNESSEE DIVISION OF REHABILITATION SERVICES REGIONAL OFFICES

Region 1

Division of Rehabilitation Services
905 Buffalo Street
P. O. Box 2120 (mailing address)
Johnson City, TN 37605-2120
(423) 434-6934
(423) 434-6899 TTY

Region 2

Division of Rehabilitation Services
State Office Building, Suite 502
531 Henley Street
Knoxville, TN 37902
(865) 594-6720 (Voice/TTY)

Region 3

Division of Rehabilitation Services
311-E Martin Luther King Jr. Blvd.
Chattanooga, TN 37403-9948
(423) 634-6700
(423) 634-6712 TTY

Region 5

Division of Rehabilitation Services
88 Hermitage Avenue
Nashville, TN 37210
(615) 741-1606
(615) 741-3364 TTY

Region 6

Division of Rehabilitation Services
209 Wayne Street
P. O. Box 457
Columbia, TN 38402
(931) 380-2593

Region 7

Division of Rehabilitation Services
State Office Building
Suite 104, Box 15
225 Martin Luther King Blvd.
Jackson, TN 38301
(901) 423-5620 (Voice/TTY)

Region 9

Division of Rehabilitation Services
170 North Main, 3rd Floor
Memphis, TN 38103
(901) 543-7301 (Voice/TTY)

Region 10

Services for the Blind
400 Deaderick Street, 11th Floor
Nashville, TN 37248-6200
(615) 313-4915

DIVISION OF MENTAL RETARDATION SERVICES OFFICES

Central Office
Andrew Jackson Building
500 Deadrick Street
Nashville, TN 37243
(615) 532-6530

East Regional Office
Greenbriar Cottage
5908 Lyons View Dr.
Knoxville, TN 37919
(865) 588-0508

Middle Regional Office
275 Stewarts Ferry Pike
Nashville, TN 37214
(615) 231-5047

West Regional Office
8383 Wolf Lake Dr.
Bartlett, TN 38133
(901) 213-1800

? Frequently Asked Questions

The following represents information pertaining to Division of Mental Retardation Services policies on supported employment in response to frequently asked questions. This information is provided as a resource to Support Coordination and Provider agencies in planning for the provision of supported employment services for people served by the Division.

- Q.** Does a person receiving waiver funded supported employment services need to be under constant supervision by a job coach or other provider agency staff person?
- A.** No. Supported Employment works best when natural supports in the workplace are developed. Personnel from the company where the person is employed, or other identified natural supports can provide the supports needed. When an individual is funded through the Medicaid Waiver, the provider has to complete a safety plan that outlines how the health/safety needs of the individual will be met with natural supports.
- Q.** Does the Division require non-provider personnel to receive specific training?
- A.** Prudent practice in job site development includes ensuring that the employer is prepared to meet the individual needs of the supported employee. Providing appropriate information on the supported employee and his or her needs to non-provider people who will be providing supervision, and documentation of this information sharing, fulfills the Division's training expectations.
- Q.** Are natural supports in the workplace (supervisor(s), co-workers, etc.) required to be trained in First Aid and CPR?
- A.** No, unless the supported employee's specific needs dictate that this type of training for natural supports is necessary, e.g. seizure condition, heart condition, hemophilia, history of frequent falls, or other medical history warrants such training. Documentation of training should follow guidelines in the Operations Manual, Chapter 4.
- Q.** Can a provider agency receive funding from DMRS for a person receiving day services while it is also receiving funding for the person from DRS for job development, placement and/or stabilization services?

- A.** Yes. Typically, when a person funded by DMRS for Day Services receives SE Services funded by DRS, he/she continues to receive those day services during the hours he/she is not actively participating in the SE services. Co-billing is allowable as long as duplication does not occur. In other words, the provider can not bill DMRS during the time that the individual is engaged in activities funded by DRS.

Example: The individual is funded for SE by DRS. His/her job developer is meeting with an employer about a job. DRS is paying for the activities of the job developer. While this is happening, the individual is engaged in a day service activity funded by DMRS. Both can be billed because it is not duplicative services.

- Q.** What is the required staff to individual ratio for people served through the Supported Employment 5 and Supported Employment 6 categories? Does the Division require that people funded through these categories be employed in enclaves?

- A.** The staff to individual ratio requirement for the Supported Employment 5 is one employee supporting no more than five supported employees. The ratio for Supported Employment 6 is one staff supporting no more than six supported employees. While these two categories may be used to support people employed through enclaves, the Division wants to encourage their use in supporting people in individual jobs, along with natural supports developed in the workplace.

- Q.** Can Provider Agencies receive transportation funding for people funded in Supported Employment?

- A.** Yes.

- Q.** Can an agency get reimbursement for the time when an individual is supervised through natural supports in the workplace?

- A.** Yes. Supported Employment may be provided with or without direct support at all times. Although the provider is responsible for supporting the individual in employment settings, an agency staff person is not required to be present with the individual at all times, if the agency has arranged natural supports.

- Q.** What is the process for accessing DMRS Follow-along?

- A.** Unfunded individuals needing SE Follow-along must be on the DMRS Waiting List in order for the request for service to be considered and possibly approved. Being on a provider waiting list is not sufficient. If a provider wants to “replace” an individual leaving SE Follow-along services with an unfunded individual, the ISC and the provider should present a Service Request “package” showing the person leaving services and the person needing services.

- Q.** Can an individual receive DMRS Supported Employment funding prior to actual job placement/stabilization?

- A.** The individual must be referred to DRS prior to having Supported Employment services funded by DMRS. DMRS Supported Employment will not be approved for pre-placement/stabilization activities unless the individual is denied services through DRS.

Q. What happens to DMRS funding if an individual loses his/her job?

A. If an individual loses or quits his/her job, DMRS Supported Employment funding, once approved, can continue if the provider is active in the area of job development/replacement. This funding is time limited. Providers should refer the individual back to DRS, especially if the job redevelopment is expected to take significant time/effort. Providers should discuss this area with the Provider Support Coordinator at the Region.

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CHAPTER 3 TITLE Employment's Effect on Entitlements

The **Social Security Administration (SSA)** disability program provides benefits to people who have severe disabilities that prevent them from performing substantial, gainful work. The definition of disability is the inability to engage in any substantial gainful activity (SGA) by reason of any medically determinable physical or mental impairment which can be expected to result in death or has lasted or can be expected to last for a continuous period of not less than 12 months. SSA disability benefits are available through two primary programs, Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI).

SSDI provides benefits to eligible persons with disabilities and their dependents. Eligible persons must have worked under and contributed to the Social Security system or have a deceased parent that contributed. The monthly benefits vary depending on how much the individual contributed to the Social Security system through payroll deductions.

SSI is for persons with severe disabilities who fall below a certain income and resource limit. SSI recipients may have limited or no work history. SSI benefit amounts usually change annually due to the cost of living adjustments. Contact your local Social Security Office for current benefit amounts. Individuals apply for SSDI and SSI at their local Social Security Office or by calling the SSA nationwide "800" number – 1-800-772-1213. It takes approximately 3-6 months to process an application but you can get paid from the first day SSA receives your application if you are approved (back pay).

- The Social Security Administration (SSA) has several "work incentive" programs to encourage people who receive disability benefits to return to work. These programs are designed to allow a person to work and continue to receive cash benefits and Medicaid and/or Medicare Coverage. The type of work incentive program that an individual participates in depends on the type of benefits he/she receives, and the goal they have in returning to work. If an individual receives both SSDI and SSI checks, work incentives for both programs would apply. Contact the Social Security Administration for assistance in determining the effects of work on benefits. Providers might find it helpful to have a copy of the Social Security Administration Red Book on Employment Support, where information on this topic is provided.
- SSDI recipients are eligible for Medicare coverage after two years of SSDI eligibility. The Ticket to Work and Work Incentives Improvement Act (TWWIIA) extended Medicare coverage for working SSDI beneficiaries from 36 months to 78 months after the Trial Work Period. There are extended periods of eligibility, also and the SSA Redbook on Work Incentives has examples of how the extensions work. Everyone eligible for SSDI benefits becomes eligible for Medicare. Medicare consists of hospital insurance Part A and B. No prescriptions are covered under Medicare. Some people with disabilities are entitled to free Medicare Insurance Part A and B. There are monthly premiums and co-pays that the government will pay for

eligible recipients. Through the Qualified Medicare Beneficiary (QMB) Program, The Tennessee Department of Public Aid pays the Medicare Part B premium, Medicare deductibles, and co-payments for many individuals who have Medicare and whose countable incomes are below the federal poverty level. Most individuals receiving SSDI will have Medicare as their primary insurance.

- Medicaid (TennCare) is a federal-state funded health insurance program for low-income and needy people. It covers 100% of all medical expenses – hospital, doctor, and prescriptions – for people that have mental retardation and other eligible disabilities. If someone receives SSI, they are eligible for Medicaid. Contact your state Medicaid (TennCare) Agency for more information. The Health Care Financing Administration's web site is: <http://www.hcfa.gov/medicaid/twwiia/twwiiahp.htm>

? Frequently Asked Questions

- Q.** If I work will I lose my check? Can I work and get a check, too? I have to have that money to survive. How much money can I make and still receive a check?
- A.** How much your salary will affect your benefits depends on which benefit you are receiving. If you get SSDI, you can work and earn up to a certain amount per month and still receive your whole SSDI check. Check with your local SSA Office to learn the current earning caps.
- If a person is receiving SSI benefits, SSA will take away \$1 for every \$2 he/she earns. SSA disregards a percentage of earned income so not all earnings will be counted to reduce the SSI check. The following example is based on the SSA methodology for the year 2002. Contact SSA for current information on this topic. Below is an example of how salary may affect SSI payments.

A person receives \$530 for SSI. He/she goes to work and earns \$600 a month gross wages. SSA will subtract \$85 (\$20 income disregard and \$65 earned income disregard). $\$600 - \$85 = \$515$, which is divided by 2 = \$257.50 (countable earned income). $\$530 \text{ (SSI)} - \$257.50 \text{ (earned income)} = \$272.50 \text{ (new SSI benefit amount)}$. New SSI benefit amount $\$272.50 + \$600 \text{ earned income} = \$872.50 \text{ total monthly income}$, which improved monthly income by \$342.50 by working. As you can see by this example, a person will make more money by working. He/she will actually have a gain in personal income, a win, win situation. In addition, if he/she has business-related expenses IRWE, they would be deducted from gross wages before SSE benefits are calculated.

- Q.** What is the best way to keep current with SSA in order to avoid overpayment or underpayment of SSI benefits?
- A.** Timely reporting of all earned income to SSA is especially critical for SSI beneficiaries. Most SSI beneficiaries have overpayments or underpayments because SSA does not know how much money the person makes, and cannot correctly calculate the amount of the SSI check. SSA uses an accounting method called retrospective monthly accounting to determine the amount of a monthly SSI check. For example, if Ms. X's SSI benefit amount is being determined for September, SSA uses Ms. X's countable income from July to determine the benefit amount for September. Make sure that an individual

takes or mails paycheck stubs to SSA on a monthly basis. An individual has 10 days to let SSA know he/she is going to work, quitting work, new address, marriage, etc. (the important things on their list). It is important that this information be reported in a timely manner so the check can be adjusted.

**Social Security Disability Thresholds for 2002 -
This can change yearly.**

- For 2002, the following applies:
Substantial Gainful Activity (SGA) - \$780 a month
Blind - \$1300 a month
Trial Work Period (TWP) 9 months - \$560 a month – one has to make at least \$560 a month for a Trial Work month to be counted and they do not have to be counted consecutively. One could count January but then did not earn \$560 in Feb or March but in April earned \$560 or more – so out of four months only 2 counted as trial work.

SSI Federal Payment Standard:	SSI Resources Limits:
Individual - \$545 a month	Individual - \$2,000
Couple - \$817	Couple - \$3,000
- Resources do not include one's home, one vehicle, burial plot, 1 engagement ring, two wedding bands, or clothes.
- Term Life Insurance policies that have a cash value are considered a resource. If the cash value of policy exceeds \$2,000, which they do in a few years, someone could loose their benefits. Make sure and discuss insurance policies with parents, guardians, and/or people that know if someone has a policy in their name. This could cause a major problem.

★ Applying for Social Security is a test of patience and diligence. The claim representatives get an average of 2 hours training. Hopefully, this will improve as time goes on. The 1st application is rejected 90% of the time, due mostly to lack of documentation of impact of disability, an IQ higher than 69, no medical professional confirmation, or people don't cooperate with SSA. Always appeal when denied. Appeals are rejected 20% of the time. Keep copies of all correspondence with the Social Security Administration in case it is lost. Also keep copies of all your medical and educational records that may be needed by SSA. Case workers get switched a lot to enhance quality control at the SSA office, so be sure to keep copies.



RESOURCES:

- www.ssa.gov/odhome – This site provides comprehensive information on disability benefit programs.
- www.ssa.gov then click on publications – Publication #65-030 is the Social Security Administration's Red Book on Employment Support – very useful reference. Publication# 65-008 is for the Social Security Handbook.
- www.ssa.gov/work – provides information on people with disabilities entering the work force
- [Http://www.hcfa.gov/medical/twwiia/twwiiahp.htm](http://www.hcfa.gov/medical/twwiia/twwiiahp.htm) – is the Health Care Financing Administration website (State Medicaid Office)
- Medicare websites: www.medicareinfo.com, www.medicare.gov, www.hcfa.gov
- Expert on Social Security – Phone: (865) 545-4267 Ext. 3210
- Expert on Social Security – E-mail – WALLINGING@aol.com or SEA Walling@aol.com (office)
- Web site – www.WALLINGINC.com
- www.ssa.gov/work/workincentives.htm. – website to contact a P.A.S.S. specialist



Tennessee Work Incentive Liaisons:

Athens (423) 745-7488
 Chattanooga (423) 899-0649
 Clarksville (931) 647-5381
 Cleveland (423) 339-0519
 Columbia (931) 381-5832
 Cookeville (931) 528-9765
 Dyersburg (731) 86-1179
 Galatin (615) 451-9341
 Greenville (423) 639-9506
 Jackson (731) 423-4882
 Johnson City (423) 282-1594
 Kingsport (423) 247-9820
 Knoxville (865) 545-4354
 Lawrenceburg (931) 766-0072
 LaFollette (423) 566-4007

Maryville (865) 982-3714
 McMinnville (931) 473-1575
 Madison (615) 736-2514
 Memphis (901) 544-0038
 Memphis (East) (901) 680-0130
 Memphis (North) (901) 385-0127
 Memphis (South) (901) 946-0224
 Morristown (423) 581-0258
 Murfreesboro (615) 895-5790
 Nashville (615) 781-5800
 Oak Ridge (865) 482-6908
 Paris (731) 642-3226
 Selmer (731) 645-9063
 Tullahoma (931) 455-3795
 Union City (731) 885-8163

If unable to contact at number above call **1-800-772-1213** – National Social Security Free “800” number.

SUPPORTED EMPLOYMENT RESOURCE HANDBOOK

STATE OF TENNESSEE DIVISION OF MENTAL RETARDATION SERVICES

CHAPTER 4 TITLE Other Employment Initiatives

Work Opportunity Tax Credit

The Work Opportunity Tax Credit (WOTC) is available to employers hiring individuals from one or more of eight target groups. Individuals served through Supported Employment may be in one or more of the following Target Groups:

Qualified IV-A Recipients

This Target Group refers to any person who is certified by the Tennessee Department of Labor & Workforce Development as being a member of a family receiving AFDC/TANF or benefits under a successor program for any nine months during the 18-month period ending on the hiring date.

Vocational Rehabilitation Referral

This Target Group refers to any person who is receiving or has received services from the Tennessee Division of Rehabilitation Services under an Individualized Plan for Employment (IPE).

Qualified Food Stamp Recipient

This Target Group refers to any person who (1) is between the ages of 18 and 25 on the hiring date, and (2) is a member of a family receiving assistance under a food stamp program under the Food Stamp Act of 1977 for the six month period ending on the hiring date, or (3) is receiving such assistance for at least three months of the five month period ending on the hiring date.

Qualified SSI Recipient

This Target Group refers to any person who is receiving Supplemental Security Income (SSI) benefits under Title XVI of the Social Security Act for any month ending within the 60-day period ending on the hiring date.

When offering this tax credit to employers, the best practice is to advise the employer that the individual **may** be eligible for the tax credit. The final decision regarding certification is made by the Tennessee Department of Labor and Workforce Development.

Two forms must be completed by the Employer to receive the WOTC: the Pre-Screening Notice and Certification Request for the Work Opportunity and Welfare to Work Credits (Revised Form 8850) and Individual Characteristics Form (ETA-9061). The forms **must** be the current revision.



For questions regarding the WOTC, you may contact Roger Littlejohn at 1-800-432-5268. Requests for WOTC packets may be made in writing to:
TN Department of Labor & Workforce Development
500 James Robertson Parkway
Nashville, TN 37245-1200

Copies of Revised Form 8850 and/or ETA-9061 are available through the IRS home page on the Internet at <http://www.irs.ustreas.gov>.

SUPPORTED EMPLOYMENT RESOURCE HANDBOOK

STATE OF TENNESSEE DIVISION OF MENTAL RETARDATION SERVICES

CHAPTER 5 TITLE Individual Rights, Choice, and Self-Determination

Successful employment depends on individuals being able to speak up for what is important in their lives, having their choices respected, and having their rights protected. This chapter addresses key concepts relating to individual rights, choice and self-determination. Concepts such as “choice” and “self-determination” are complex and have been defined in a variety of ways. The definitions below are offered as an introduction to understanding some of the terms used to describe a philosophy that promotes services and supports that are individualized and based on each individual’s unique preferences, strengths, resources, and right to independence.



Self-Determination and Self-Advocacy

Self-determination is a process that differs from person to person according to what each individual determines is necessary and desirable to create a satisfying and personally meaningful lifestyle. It acknowledges the rights of people with disabilities to take charge of and be responsible for their lives. The individual, not the service system, makes the decisions about where to live, work and play. The Beach Center on Disability describes self-determination as beginning with the belief that a person controls his own destiny. With that belief, a person can then set goals and strive to reach those goals. A self-determined person exhibits self-knowledge and self-acceptance, learns from experiences, and is self-motivated.

Two terms linked to self-determination are “**person-centered**” and “**person-directed**.” By listening to the individual, respecting choices, identifying interests and abilities, and offering opportunities for growth and new learning a meaningful person-centered plan can be developed.. Similarly, a person-directed system of supports does not offer a prescribed menu of services from which to choose. Instead supports are made available based on individual choices. Self-determination and person-centered or person-directed supports cannot be realized without respect for the individuality of each person regardless of his or her disability and recognition of the fundamental need for choice in each person’s life.

Another term closely related to self-determination is “**self-advocacy**.” Individuals who are actively involved in making decisions about their own lives are also likely to be self-advocates. An advocate is someone who speaks up for others. A self-advocate is someone who speaks up for himself.



Choice

All people want to make choices in their lives although some may not know how to make their desires known. It is their right to make choices even though some choices may not be the best ones to make. However, no one has the right to make choices that harm others, and choices are always confined by the reality of each individual’s situation. When individuals have

disabilities that affect problem solving and the ability to understand the consequences of choices, the responsibility to keep vulnerable persons from harm further complicates honoring the right to make choices.

Choice related to employment is defined as having options available for types, locations, and times of jobs based on the reality of their availability as well as the preferences and interests of the individual. In addition, choice should be responsible, encouraged and supported through an ongoing process of planning and learning. For many individuals, those with and without disabilities, choices may be a collaborative effort involving an individual, trusted friends and family, and others who know and care about the person's goals and welfare. A "Circle of Support" made up of trusted persons is key to the process of learning to make responsible, realistic choices.

The term "**informed choice**" refers to choice that is made with full knowledge and understanding of the consequences. Realizing informed choice is a process that occurs through experience and opportunities to learn from experience as well as other sources. Learning from experience involves **taking risks** at times, and belief in each individual's right to make choices requires respect for the individual's right to be exposed to risks.



Individual Rights

Individual rights such as the right to work and the right to choose where to work are protected by legislation such as the Americans with Disabilities Act (ADA) and by the regulations set by specific agencies that fund services and supports. When there are concerns that an individual's rights are not being respected, there are several recourses available to individuals, families, and advocates to solve problems. Initially, problems are often best addressed by working with the staff at the agency providing services. If the issues defy informal resolution, there are formal grievance procedures that outline steps to take. Also, complaints can be filed with the Regional Office or Central Office of the Division of Mental Retardation Services, the Division of Vocational Rehabilitation in the Division of Rehabilitation Services or TennCare. *If additional help is needed*, individuals may contact the Tennessee Protection and Advocacy Services for assistance or seek legal counsel.



Barriers to Successful Employment

Successful employment depends on identifying a person's interests, strengths, and resources and having expectations that each person can meet. Many of the barriers to successful employment may be traced to problems with inadequate support and with the over-protection of an individual, limiting his or her opportunity to make decisions and choices. Some common reasons for unsuccessful employment are listed below.

- The job doesn't match the employee's skills, interests, goals, or resources
- There is a personality conflict between any of the following: individual, job coach, supervisor, employer, co-workers. The job coach may not get along with the supervisor at the job site or the employee may not get along with the job coach.
- Expectations do not match the employee's skills or dreams.
- Impact of salary on benefits such as SSI and medical insurance (TennCare) is misunderstood. Many are afraid they will lose access to TennCare or will lose SSI. (See Chapter 3).

- Salary and benefits do not compensate for job-related expenses and constraints – Successful employment must result in outcomes whose benefits outweigh the cost in dollars or effort involved in working.
- Support is inadequate or inappropriate due to insensitivity, lack of resources, or negative attitudes on the part of family members, staff, or co-workers.
- Training and/or accommodations on the job are inadequate.
- Attitudes of co-workers, public, family or staff are negative.
- Health issues, both mental and physical, may be overlooked in job development, choice, or accommodations.
- Communication may be inadequate or insufficient between family, agency and employer, co-workers.

Contribution in the community as a valued, interdependent member occurs when human dignity is respected and opportunities are provided for each individual to pursue their unique path of development and fulfillment. While paid human service professionals cannot create inclusive communities, they can positively impact their emergence and growth.

(Association for Persons in Supported Employment Ethical Guidelines For Professionals In Supported Employment, Developed by Dale DiLeo, Training Resource Network, Rebecca McDonald, UAP of NJ-UMDNJ and Susan Killam, AcME, Inc. <http://www.apse.org/ethics.html>)



Resources for Individual Rights, Choice, and Self-Determination

The Arc of Tennessee, 44 Vantage Way, Suite 550, Nashville, TN 37228, Phone: 615.248.5878 Toll-free: 1.800.835.7077, Fax: 615.248.5879 Email: pcooper@thearctn.org, <http://www.thearctn.org>

People First of Tennessee – C/O McFadden Center, 211 Bridge Avenue, Murfreesboro, TN 37129 Phone: 615-898-0075, Toll-Free: 1-800-264-7773, Fax: 615-898-0057 E-mail: Pftenmurf@aol.com

Tennessee Protection and Advocacy, 2416 21st Avenue South | Nashville, Tennessee 37212, 1-800-342-1660 (Toll-free), phone: 615-298-1080, TTY- 615-298-2471, Fax: 615-298-2046), <http://www.tpainc.org/>

Tennessee Disability Coalition for information about the Americans with Disabilities Act (ADA)—480 Craighead St. Suite 200, Nashville, TN 37204, phone: 615-383-9442, <http://www.tndisability.org>

Association for Persons in Supported Employment (APSE), 1627 Monument Avenue, Richmond, VA 23220 Phone: 804/278-9187 · Fax: 804/278-9377, email: apse@apse.org, <http://www.apse.org>

The Beach Center on Disability --The University of Kansas, Haworth Hall, Room 3136, 1200 Sunnyside Avenue, Lawrence, KS 66045-7534, Phone: 785-864-7600, Fax: 785-864-7605 Email: beach@dole.lsi.ukans.edu, <http://www.beachcenter.org>

U. S. Office of Disability Policy: <http://www.dol.gov/dol/odep/welcome.html>, fact sheets, information bulletins, etc.

? Frequently Asked Questions

- Q.** What do I do if my job coach doesn't show up on time a lot?
- A.** Talk to the supervisor of your program or other agency staff. If you can't find the right person or you do not get help from the person you talk to, ask someone in your Circle of Support to help you. If your job coach works for an agency, you can call the agency or ask someone to help you call. Keep an address book with you that has the phone numbers of the job coach and the agency.
- Q.** What kinds of accommodations can I ask an employer to make?
- A.** You can ask your employer to make changes so that you can do your job if you are qualified and able to perform the "essential job functions." An employer is responsible for making reasonable accommodations for people with disabilities to work. Some examples of changes that might be reasonable are letting you take short breaks more often than your co-workers, providing a table that is comfortable for a person who uses a wheelchair, or purchasing a special piece of equipment. However, it is important to understand that the employer has the right to expect that you do the job you were hired to do even if you take short breaks and if the equipment is too expensive, the employer does not have to purchase it. The Tennessee Disability Coalition and other advocacy agencies can answer questions about the Americans with Disabilities Act and other laws that protect people's right to work.
- Q.** How can I help people reach their dreams even though they seem very unrealistic to me?
- A.** People may frequently express goals that seem very unrealistic, such as wanting to be a rock star or to drive an ambulance. Family members and support staff may not acknowledge such goals in the belief that they will not be realizable. However, it is important to respect person's choices, including their dreams. Making a list of the skills needed to achieve a dream may suggest employment experiences that could be the first steps in achieving a dream. You may also help people to find employment that is closely related to their dream. For example, a person may want to be an airplane pilot. That may not be realistic, but working at an airport may be an achievable goal. A person may want to dress well when going to work so working as a janitor won't be acceptable. However, there are other jobs, such as working in an office that will be right for that person so that the job will match the person's goals.
- Q.** What can I do if my co-workers make fun of me?
- A.** It is your right to be respected at work. If you are in a situation that makes you uncomfortable, don't wait to tell someone after you have lost your temper or become very unhappy. Ask your job coach for help as soon as the problem starts—perhaps he or she can help you to understand the issues. The problem may not be your fault, but you might want to consider if you dress like other employees or bring some item to work that is inappropriate. If you do not have a job coach, talk to someone you trust and ask for help. It may also be helpful to talk with other people with disabilities and find out how they have handled such problems. Sometimes, teasing can be stopped if you know how to tell the person who is teasing that you don't like it. A mentor, another person who has a disability

and who has worked successfully, may be willing to give you help as well. A good contact for such assistance is a Center for Independent Living in your area.

Q. How can I afford transportation to work?

A. Paying for reliable transportation can be a problem. However, there are ways that you can subtract your transportation costs from the pay that you report to the government so that your SSI check is not reduced. Work with the agency and your Circle to try to find creative solutions to getting to work—car-pooling, etc.

Q. How can I make choices that make sense? How can I support responsible choices when the person doesn't know how to express their interests in a meaningful way?

A. To make good choices is a challenge for everyone. If trust and respect are established between a person and others such as family members and support staff, choices may be made together. The best choices are often made through discussion among people who know a situation well and who can bring a variety of experiences to the discussion. It takes some careful and respectful thought about how to assist someone to make responsible choices. Listening carefully to what a person says and does may provide valuable information to help a person to make good choices and to feel good about the outcomes. People express their likes and dislikes and preferences both verbally and with their behavior. Being a good observer and listener can make a big difference in someone's life.

SUPPORTED EMPLOYMENT RESOURCE HANDBOOK

STATE OF TENNESSEE DIVISION OF MENTAL RETARDATION SERVICES

CHAPTER 6 TITLE Tennessee Stakeholders For Supported Employment

<u>East Tennessee Stakeholders For Supported Employment</u>	
Adult Community Training, Inc. P.O. Box 276 Lenoir City, Tennessee 37771 Phone: (865) 986-6182 Fax: (865) 986-1137	ARC of Claiborne County P. O. Box 538 Tazewell, Tennessee 37879 Phone: (423) 626-6757 Fax: (423) 626-1088
Bradley/Cleveland Developmental Services, Inc. P. O. Box 29 Cleveland, Tennessee 37364-0029 Phone: (423) 472-5268 Fax: (423) 479-1492 ext. 1047	Cerebral Palsy Center for Handicapped Adults, Inc. 241 Woodland Avenue Knoxville, Tennessee 37917 Phone: (865) 523-0491 Fax: (865) 523-0492
Comcare P.O. Box 1885 Greeneville, TN 37744-1885 Phone: (423) 638-3926 Fax: (423) 638-1105	D&S Residential Services 186 Airport Plaza Drive, Suite D Alcoa, Tennessee 37701 Phone: (865) 977-1645 Fax: (865) 380-4391
Dawn of Hope Developmental Center, Inc. P.O. Box 30 Johnson City, Tennessee 37605 Phone: (423) 434-5600 Fax: (423) 975-6976	Douglas Cooperative 1101 Wagner Drive Sevierville, Tennessee 37862-3719 Phone: (865) 453-3254 Fax: (865) 453-3105
Emory Valley Center, Inc. 715 Emory Valley Road Oak Ridge, Tennessee 37830 Phone: (865) 483-4385 Fax: (865) 482-5435	Evergreen Presbyterian Ministries, Inc. Knoxville 8044 Ray Mears Boulevard Suite 106 Knoxville, TN 37919 Phone: (865) 692-9559 Fax: (865) 692-9558
Evergreen Presbyterian Ministries, Inc. Greeneville 1017 Tusculum Boulevard Greeneville, TN 37745 Phone: (423) 638-7499 Fax: (423) 638-7681	Frontier Health Rehabilitation Services 498 Industrial Drive Bristol, Tennessee 37620 Phone: (423) 878-1600 Fax: (423) 878-1606
Goodwill Industries P.O. Box 11066 Knoxville, TN 37939-1066 Phone: (865) 588-8567 Fax: (865) 588-0075	Greene County Skills 490 Sunnyside Road Greeneville, TN 37743 Phone: (423) 639-5351 Fax: (423) 639-6048

East Tennessee Stakeholders For Supported Employment

Helen Ross McNabb Center 526 Lamar Street Knoxville, Tennessee 37917 Phone: (865) 544-3841	Helping Hands of Hawkins Co. (Chip Hale Center) 310 Hasson Street Rogersville, TN 37857 Phone: (423) 272-3966 Fax: (423) 272-4025
Independent Opportunities, Inc. 154 N. Henderson Avenue, Suite 101 Sevierville, TN 37862 Phone: (865) 903-2464 Fax: (865) 908-3005	Knox County Association for Retarded Citizens 3000 North Central Knoxville, Tennessee 37917 Phone: (865) 546-9431 Fax: (865) 546-7960
Lakeway Center for the handicapped, Inc. 320 Industrial Avenue Morristown, Tennessee 37814 Phone: (423) 586-2196 Fax: (423) 586-9958	Martin Luther Homes Society, Inc. 3424 Fort Henry Drive, Suite 3 Kingsport, TN 37664 Phone: (423) 245-3339 Fax: (423) 245-6025
Michael Dunn Center 629 Gallaher Road Kingston, Tennessee 37763 Phone: (865) 376-3416 Fax: (865) 376-3532	Orange Grove Center 615 Derby Street Chattanooga, Tennessee 37404-0249 Phone: (423) 629-1451 Fax: (423) 624-1294
Physicians Providing Community Services Group 122 Lee Parkway Drive, Suite 102 Chattanooga, TN 37421 Phone: (423) 296-1495 Fax: (423) 296-1496	Preferred Alternatives, Inc. 202 E. Main Street, Suite 204 Johnson City, Tennessee 37604-5732 Phone: (423) 434-4201 Fax: (423) 434-4660
REACHS/BRIGHT HORIZONS 470 Stonemill Road Jacksboro, TN 37759 Phone: (423) 562-4289 Fax: (423) 566-9524	RHA Health Services 7010 Lee Highway Suite 311 Chattanooga, Tennessee 37421-6778 Phone: (423) 499-8866 Fax: (423) 499-8052
RHA Health Services 9041 Executive Park Drive, Suite 408 Knoxville, TN 37923 Phone: (865) 769-7491 Fax: (865) 691-5950	Rhea of Sunshine 400 Greenway Boulevard Dayton, TN 37321-9249 Phone: (423) 775-4855 Fax: (423) 775-4083
Scott Appalachian Industries, Inc. 591 East Montecello Pike Huntsville, Tennessee 37756 Phone: (423) 663-2878 Fax: (423) 663-3365	Senior Services-Knox Address 301 Gallaher View Road, Suite 123 Knoxville, TN 37919 Phone: (865) 769-8007 Fax: (865) 769-0270

East Tennessee Stakeholders For Supported Employment

Senior Services-Chatt. Address Franklin Building, Suite 410 Chattanooga, TN 37411 Phone: (423) 894-4322 Fax: (423) 894-2771	Sertoma Center, Inc. 1400 East Fifth Avenue Knoxville, Tennessee 37917 Phone: (865) 524-5555 Fax: (865) 524-5563
Skills Training & Rehab. Services P.O. Box 673 Pikeville, TN 37367 Phone: (423) 447-2590 Fax: (423) 447-7351	Signal Centers, Inc. 109 North Germantown Road Chattanooga, Tennessee 37411 Phone: (423) 698-1190 Fax: (423) 624-1365
Sunrise Community of Tennessee, Inc. 1010 West Summer Street Greeneville, Tennessee 37743 Phone: (423) 636-1333 Fax: (423) 636-1466	Sunrise Community of Tennessee, Inc. 5645 Merchants Center Boulevard Knoxville, TN 37912 Phone: (865) 687-2977 Fax: (865) 687-4497
Tri-County Center P. O. Box 793 Athens, Tennessee 37371-0793 Phone: (423) 745-8902 Fax: (423) 745-8934	

Middle Tennessee Stakeholders For Supported Employment

BOT (Basic Occupational Training Center) 7003 Chadwick Drive #235 Brentwood, TN 37027 Phone: (615) 371-1124	Buffalo River Services, Inc. 410 Hog Creek Road P.O. Box 847 Waynesboro, Tennessee 38485 Phone: (931) 722-5402
Challengers, Inc. 409 East Central Avenue P.O. Box 941 Jamestown, Tennessee Phone: (931) 879-7590	Community Options 1107 Gartland Avenue Nashville, TN 37206 Phone: (615) 228-6212
Developmental Services of Dickson County P.O. Box 628 Dickson, Tennessee 37056-0628 Phone: (615) 446-3111	Hope Services, Inc. 1161 Murfreesboro Rd., Suite 520 Nashville, Tennessee 37217 Phone: (615) 399-6464
Impact Centers, Inc. 1209 Tradewinds Drive Columbia, Tennessee 38401 (931) 381-2114	Independent Opportunities, Inc. (I.O.I.) 1503 Hatcher Lane, Suite 100 Columbia, Tennessee 38401 Phone: (931) 840-8719

Middle Tennessee Stakeholders For Supported Employment

Mid-TN Supported Living, Inc. 1161 Murfreesboro Rd., Suite 215 Nashville, Tennessee 37217 Phone: (615) 367-0592	New Horizons Corporation 5221 Harding Place Nashville, Tennessee 37217 Phone: (615) 360-8695
NIA Association 1616 Walnut Grove Road Clarksville, TN 37042 (931) 906-3993	Outlook Nashville, Inc. 3004 Tuggle Avenue Nashville, Tennessee 37211 Phone: (615) 834-7570
Pacesetters, Inc. P.O. Box 49018 2511 Highway 111 North Algood, Tennessee 38506 Phone: (931) 537-9100	Preferred Alternatives Nashville House One Vantage Way, Suite D-100 Nashville, TN 37228 (615) 259-0175
Progress, Inc. 319 Ezell Pike Nashville, Tennessee 37217 Phone: 615 399-3000	Progressive Residential Services, Inc. 801 E. Old Hickory Boulevard, Suite 120 Madison, Tennessee 37115 Phone: 615 612-7663
Prospect, Inc. 1301 Winter Drive P.O. Box 1184 Lebanon, Tennessee 37088 Phone: (615) 444-0597	Rochelle Training and Habilitation Center 1020 Southside Court Nashville, Tennessee 37203 Phone: (615) 890-4389
Skills Developmental Services, Inc. 213 Industrial Blvd. P.O. Box 1150 Tullahoma, TN 37388 Phone: (931) 455-5107	Sunrise Community of Tennessee, Inc. 1410 Donelson Pike, Suite B5 Nashville, Tennessee 37217 Phone: (615) 366-7622
Therapeutic Interventions, Inc. 176 Thompson Lane, Suite 102 Nashville, Tennessee 37211 Phone: (615) 781-1926	Volunteers of America TN 801 East Old Hickory Blvd., Suite 150 Madison, Tennessee 37115 Phone: (615) 860-4188
Waves, Inc. 125 5 th Avenue South P.O. Box 1225 Franklin, Tennessee 37065-1225 Phone: (615) 794-7955	

West Tennessee Stakeholders For Supported Employment

Advance with Community Employment A Program of R & D Instructional Services 11293 Arlington Road Arlington, TN Phone: (901) 745-7335 Fax: (901) 745-7250	CBEE Employment Services PMB 317 9160 Hwy. 64, Suite 12 Lakeland, TN 38002 Phone: (901) 652-JOBS
Career Developmental Services, INC*. 455 Hastings Lane Martin, TN 38237 Phone: (901) 587-1958 Fax: (901) 587-1955	RHA/DDMS 5050 Poplar Avenue, Suite 718 Memphis, TN 38157 Phone: (901) 767-1455, ext. 145 Fax: (901) 767-1409
Easter Seals Developmental Services 99 Monroe Ave. Lexington, TN 38551 Phone: (731) 986-6037 Fax: (731) 967-1512	Employability, Inc. 250 N. Parkway, Suite 4 Jackson, TN 38305 Phone: (731) 512-1166 Fax: (731) 512-1140
Fayette County Developmental Center, Inc. P.O. Box 339 80 Yum Yum Rd. Somerville, TN 38068 Phone: (731) 465-3364 Fax: (731) 465-5193	Goodwill Industries, Inc. 2605 Chelsea Memphis, TN 38108 Phone: (901) 323-6221
Helen R. Tucker Adult Developmental Center 2660 Hwy. 51 N. Ripley, TN 38063-0648 Phone: (901) 635-4290 Fax: (901) 635-8975	H.O.P.E. Center, Inc. 13345 Paris Street Huntingdon, TN 38344 Phone: (731) 986-8914 Fax: (731) 986-5469 fax
Independent Support and Employment Services (ISES) 3525 Tall Oaks Circle, Suite #5 Memphis, TN 38118 Phone: (901) 795-7550 Fax: (901) 795-7620	Impact Centers, Inc. 1630 Bonnie Lane, Suite 101 Cordova, TN 38018 Phone: (901) 737-4600 Fax: (901) 753-2888

West Tennessee Stakeholders For Supported Employment

McNair County Developmental Services 393 South Sixth Street Selmer, TN 38375 Phone: (731) 645-7730 Fax: (731) 645-9118	Memphis Works* 4189 Leroy Ave. Memphis, TN 38108 Phone: (901) 767-0922
Mid South ARC* 3495 Poplar Avenue, Suite 225 Memphis, TN 38111 Phone: (901) 327-2473 Fax: (901) 327-2687	St. John's Community Services* 3080 Stage Post Road, Suite 103 Bartlett, TN 38134 Phone: (901) 384-3645 Fax: (901) 385-9450
Shelby Residential and Vocational Services Community Concepts 3246 East Raines Road Memphis, TN 38118 Phone: (901) 276-2520 Fax: (901) 276-1338	Star Placement Specialists 2978 Austin Peay Highway, Ste. 239 Memphis, TN 38128 Phone: (901) 382-2201 Fax: (901) 578-0763
Sunrise Community of Tennessee, Inc. 7531 Corporate Cove East #104 Bartlett, TN 38133 Phone: (901) 386-8305 Fax: (901) 373-2543	

SUPPORTED EMPLOYMENT RESOURCE HANDBOOK

STATE OF TENNESSEE DIVISION OF MENTAL RETARDATION SERVICES

CHAPTER 7 TITLE Training Resources

One of the first questions people ask when they start in Supported Employment is what kind of training is available and who offers training. It is important that training is consistent in its values and philosophy.

Purpose: This section will offer an overview of the training available in the state. Each of these contacts can provide additional information and other training resources. There are many other training resources that are not listed.



Division of Mental Retardation Services

www.state.tn.us/mental2

Under this listing each of the grand regions lists the training occurring in a quarter. Also, the regional training coordinator is listed.

Social Security Administration

www.ssa.gov

Offices are located in the population centers of the State. Attached is the Community Liaison Contacts. These contacts can assist people with work incentives to encourage people to work.

Tennessee Association of People in Supported Employment

www.TNAPSE.netfirms.com

A resource for connecting people and getting staff and job seekers to talk about their experiences with Supported Employment.

Tennessee Client and Protection Agency

www.tpainc.org

1 800 342 1660

They can provide information on ADA and individual's rights at work, home or in the community.

Tennessee Disability Training Network

<http://www.disabilitytrainingtn.org>

This network lists training related to disabilities.

University of Tennessee, Technology, Inclusion and Employment

www.UT-TIE.org

865 974 9400

They have a training network throughout the state to inform individuals, families, state and community agencies about Supported Employment issues.

Valued Day

Jack.Reed@ state.tn.us

Neil.Laffely@state.tn.us

Jim Walker at jwalkervaluedday@aol.com

Located in each of the regions of the State, Valued Day offers information regarding employment that is customized for each region of the State.

Outside of Tennessee

There are many people outside Tennessee who provide training on supported employment. Those listed below are just a few.

Callahan, Michael

MICALLAHAN@aol.com

228 497 6999

Offers a variety of training topics. Currently, training on Individualized Employment Outcomes through the use of the discovery process.

DiLeo, Dale

www.Trninc.com

Located in Florida, The Training Resource Network has many publications. Mr. DiLeo can provide training on Supported Employment.

Ferrell, Connie

cferrell@scican.net

Ms. Ferrell has roots in Tennessee and is a national speaker on developing networks and a holistic approach to community inclusion. She has spoken in the State on “It Takes an Entire Village.”

Oppenheim, Mindy

setraining@yahoo.com

www.staffdevelopment.net

Ms. Oppenheim is noted for her training on learning styles. She also presents at national conferences on job coaching and other phases of Supported Employment. When you visit her website, you will see the extensive training she does in California.

Virginia Commonwealth University

www.worksupport.com

They offer a web based learning certificate program in Supported Employment. The course normally runs about 12 weeks. They schedule teleconferences throughout the year.

Tennessee Work Incentives Liaisons	
City	Contact Number
Chattanooga	423 899-0649
Athens	423 745-7488
Cleveland	423 339-0519
Cookeville	931 528-9765
McMinnville	931 473-1575
Columbia	931 381-5832
Lawrenceburg	931 766-0072
Tullahoma	931 455-3795
Dyersburg	731 286-1179
Paris	731 642-3226
Union City	731 885-8163
Jackson	731 423-4882
Selmer	731 645-9063
Johnson City	423 282-1594
Greeneville	423 639-9506
Kingsport	423 247-9820
Knoxville	865 545-4354
LaFollette	423 566-4007
Maryville	865 982-3714
Morristown	423 581-0258
Oak Ridge	865 482-6908
Memphis Downtown	901 544-0038
Memphis East	901 680-0130
Memphis North	901 385-0127
Memphis South	901 946-0224
Nashville	615 781-5800
Clarksville	931 647-5381
Gallatin	615 451-9341
Murfreesboro	615 895-5790
Madison	615 736-2514

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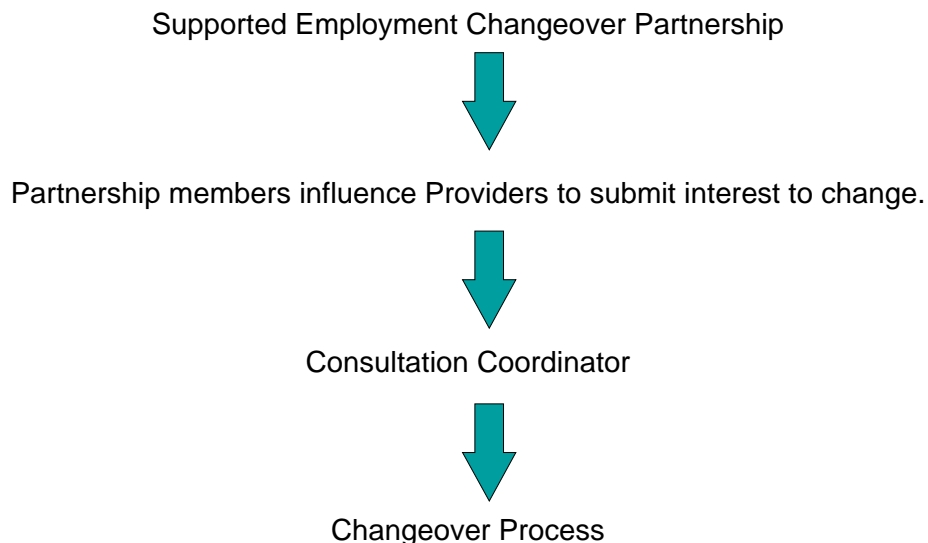
STATE OF TENNESSEE DIVISION OF MENTAL RETARDATION SERVICES

CHAPTER 8 TITLE IMPLEMENTING A SUPPORTED EMPLOYMENT CHANGEOVER PROJECT

"Supported Employment Changeover" or "conversion" is the process of transitioning funding for individuals from Day Habilitation and Community Participation to DMRS supported employment. The "changeover" can be done for individuals or for projects that include groups. Changeover efforts typically will utilize the DRS (vocational rehabilitation) employment process. Technical assistance to implement changeover is available from UT-TIE and DMRS Valued Day. Changeover affords the opportunity to increase the number of people served by DMRS who are employed and expand provider agency supported employment service capacity. Supported Employment Changeover requires support from all of the stakeholders whose support is needed for success. Typically, a Consultation Coordinator is assigned to select, recruit and assimilate a wide range of technical assistance and collaboration to meet the needs of a specific provider agency.

✓ **Changeover Model & Partnerships**

The following is a model for the grant activity that will result in individual placements:



Step 1: Prepare for SE Changeover Individual Supports:

- Individuals will express an interest in employment and agree to have their names put on a list to be targeted for employment.

Resources:

- SE Changeover Consultants - UT-TIE
- Application for SE Changeover Consultation
- Self-determination Consultation - UT-TIE
- Application for Self-determination Consultation
- SE Consultants - UT-TIE
- What it means to have a letter of understanding with DRS
- Philosophy of Supported Employment
- Valued Day Specialists - DMRS
- Encourage change and improvement, provide information, and possible resource as applicable.
Bob Nicholas - DMRS Consultant
- Assist provider agency to consider possibilities and implications for organizational structure
Real Lives Project - TN ARC
- How does the system work? Training
Personal Outcome Measures Coordinator - DMRS
Intro to Personal Outcome Measure assessment process, 1 day Personal Outcome

Measure presentation, identify and train internal assessment team (4 day POM)

Step 2: Conduct Organizational Assessment & Analyze Feedback Individual Supports:

- Individuals will take a consumer satisfaction survey and learn about self-determination.
SE Changeover Consultants - UT-TIE
- Conduct organizational assessments including focus groups and surveys.
Self-determination Consultation - UT-TIE
Consumer satisfaction interviews with individuals with disabilities
SE Consultants - UT-TIE
- Explain Supported Employment job duties.
Personal Outcome Measures Coordinator - DMRS
- Implement Organization assessment, Personal Outcome Measure baseline review the councils organizing principles, self assess leadership, systems and quality management and training.
Director of Day Services - DMRS
- Conduct organization assessment, provide information on financial impact as a result of change, and define training requirements for direct support staff.

Step 3: Set Vision for Future Organization Individual Supports:

- Individuals will have their cases open with VR if they are not already and will do career exploration.
SE Changeover Consultants - UT-TIE

- Facilitate planning sessions to develop/revise agency vision, mission and values statements.
 - Self-determination Consultation - UT-TIE
 - Self-determination training
 - SE Consultants - UT-TIE
- Job development 101, how to get paid from VR Customers and stakeholders training
 - Valued Day Specialists - DMRS
 - Incentive grants, administration and maintenance
 - Bob Nicholas - DMRS Consultant
- Assist agency to determine funding implications and strategy
 - Real Lives Project - TN ARC
 - Circles of support
 - Self-determination training with staff and individuals
- Self-Advocacy training with individuals
 - Train the trainer
 - Personal Outcome Measures Coordinator - DMRS
 - Internal steering committee, The Council Quality Consortium format (broad-based leadership) inclusive of all stakeholders
 - Director of Day Services - DMRS
- Conduct organization assessment, provide information on financial impact as a result of change, and define training requirements for direct support staff
 - Training Coordinators - DMRS
 - Self-determination training
 - Values and rights training, Self-Advocacy training
 - Mentoring workgroup

Step 4: Develop Strategic Plan Individual Supports:

- Individuals will have a functional resume and job book completed that will explain why, when, where they would like to work now as well as their current long term goal.
 - SE Changeover Consultants - UT-TIE
- Facilitate planning sessions to develop a strategic plan that transitions a specific number of persons into community employment over a specific period of time.
 - Self-determination Consultation - UT-TIE
- Career planning for individuals and job development support staff
 - SE Consultants - UT-TIE
- Strengths, weakness, opportunities, and threats (SWOT) as it applies to employment
 - Parent meeting SSI and SSDI and work
 - Valued Day Specialists - DMRS
 - Bob Nicholas - DMRS Consultant
- Assist agency to draft a plan and funding strategy
 - Real Lives Project - TN ARC
 - PATH (Providing Alternative Tomorrows with Hope)
 - Personal Outcome Measures Coordinator - DMRS
- Using Personal Outcome Measure base line review data- strengths, areas in need of improvement.
 - Director of Day Services - DMRS
- Strategic plan, assist in identifying DMRS resources for changeover.
 - Training Coordinators - DMRS

Internal QE Plans, improvement plans

Step 5: Redesign Organizational Structure Individual Supports:

- A public employment meeting is held with each agency at which the individuals, family members, staff, UT-TIE Corporate Connections Recruiters and community members are asked to attend. At the employment meeting individuals present their functional resumes and job leads are generated. Personalized meetings with an individual's circle of support will also be scheduled where individuals present their functional resumes and job leads are generated.
SE Changeover Consultants - UT-TIE
- Facilitate planning sessions to develop a new organizational structure that reallocates staff resources to address the transition of a specific number of persons into community employment
SE Consultants - UT-TIE
Career Tracks, Job Coach Training
Job Development 102, how to get people jobs, job books, job club
- Employment outcomes referral to successful programs
Valued Day Specialists - DMRS
- Participate on advisory councils for provider projects
Bob Nicholas - DMRS Consultant
- Assist agency to draft organizational structure and determine financial implications
Personal Outcome Measures Coordinator - DMRS
Personal Outcome Measure training, Promote teams, broad-based leadership, flat line flowcharts

Step 6: Realign Budget & Set Outcome Measures Individual Supports:

- Individuals join job clubs and explore various employment opportunities until a successful job placement is accomplished. The job exploration is coordinated with various agency program staff and family members.
SE Changeover Consultants - UT-TIE
- Facilitate planning sessions to develop agency goals, revised budgets and personal outcome measures consistent with the Council on Quality and Leadership
Self Determination Consultation - UT-TIE
- Train the trainer (staff and self-advocates) in Self-determination
Training Job Development staff in using career plans
SE Consultants - UT-TIE
- Strategic plan for employment
Valued Day Specialists - DMRS
- Provide information and clarification of DMRS Supported Employment services and cost centers
Bob Nicholas - DMRS Consultant
Assist agency to realign budget and transition financial resources

Step 7: Continuously Evaluate & Improve Systems Individual Supports:

- Individuals are supported on the job and learn to teach others about self-determination
SE Changeover Consultants - UT-TIE
- Provide follow-along technical assistance and facilitated planning as needed based on established goals and outcome measures.
Facilitate network meetings and conferences that create shared learning and leadership.
Self Determination Consultation - UT-TIE
- Follow up and technical assistance
SE Consultants - UT-TIE
- Technical assistance and training
Valued Day Specialists - DMRS
- Provide input to DMRS QE on individual providers, what's going on with Supported Employment providers.
Personal Outcome Measures Coordinator - DMRS
- Monitor the ongoing Personal Outcome Measure process
Director of Day Services - DMRS
- Work with providers to modify and enhance funding to meet changing needs in system
Training Coordinators - DMRS
Technical assistance



SE Changeover Partnership Members

Resource: Supported Employment Changeover
Name: Dale Verstegen
Agency: UT-TIE
1914 Andy Holt Ave., B025 HPER Bldg.
Knoxville, TN 7996-2750
Tel/e-mail: 865-974-9012
verstege@utk.edu

Resource: Self-determination
Name: Liz Fussell
Agency: UT-TIE
1914 Andy Holt Ave., B025 HPER Bldg.
Knoxville, TN 7996-2750
Tel/e-mail: 865-974-3970
tberrong@utk.edu

Resource: Supported Employment Consultation
Name: Jill Behounek- Middle TN
Mike Sass- East TN
Kimbrough Cooper- West TN
Agency: UT-TIE
1914 Andy Holt Ave., B025 HPER Bldg.
Knoxville, TN 37996-2750

Tel/e-mail: Jill Behounek: 615-741-1606 ext. 146
jillb@utk.edu
Mike Sass: 865-594-6720 ext. 1150
mikesass@utk.edu
Kimbrough Cooper: 901-543-6219
kcooper9@utk.edu

Resource: Valued Day Coordination
Name: Jack Reed- East Regional Valued Day Coordinator
Agency: Division of MR Services
Tel/e-mail: 423-787-6753 ext. 107
Jack.Reed@state.tn.us
Name: Neil Laffely- Middle Regional Valued Day Coordinator
Agency: Division of MR Services
Tel/e-mail: 615-231-5026
Neil.Laffely@state.tn.us

Resource: Financial Models for Supported Employment Changeover
Name: Robert B. Nicholas, Ph.D.
Agency: Consultant to DMRS
Tel/e-mail: 865-689-8984
rbn@esper.com

Resource: DMRS Day Services and Employment Coordination
Agency: Division of MR Services Central Office
Tel/e-mail: 615-532-6530

Resource: Quality Enhancement
Name: Richard L. Shelton- Middle TN
Agency: Division of MR Services
Middle Tennessee Regional Office
275 Stewarts Ferry Pike
Nashville, TN 37214
Tel/e-mail: 615-231-5286

Resource: Self-determination, Self-Advocacy, All Pre-service and Core
Mandated State Training
Target Audience: Supervisors and management staff in organizations
Name: Tina Mount- Middle TN Regional Training Coordinator
Tom Summers- Middle TN Regional Trainer
Agency: Division of MR Services
Middle Tennessee Regional Office
275 Stewarts Ferry Pike
Nashville, TN 37214-0500
Tel/e-mail: Tina Mount: 615-231-5080
Tina.Mount@state.tn.us
Tom Summers: 615-231-5036
Tom.Summers@state.tn.us

Resource:	Real Lives Project
Name:	Steve Jacobs
Agency:	The Arc of Tennessee
Tel/e-mail:	615-248-5878 Sjacobsarc@aol.com

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CHAPTER 9 TITLE Resource List of Organizations and Materials

Resources are provided in this chapter to help people and providers link to useful local and national organizations in the supported employment field. In the table below, contact information in the form of web sites and phone numbers have been provided. Additionally, some written resource materials have been listed. It should be noted that most of the organizations listed will have extensive resource lists of their own. Please contact these organizations in order to develop further information in the areas in which you are interested. Additionally, please note that contact information for resources in topics related to supported employment have also been included.



Advocacy and Awareness

Name/Description	Website	Contact Information - If Available
United Cerebral Palsy	www.ucp.org	1660 L St., NW, Suite 700, Washington, DC 20036
National Council on Disability - an independent Federal agency that makes disability policy recommendations to the President and Congress.	www.ncd.gov	202-272-2004
National Council on Independent Living - a membership organization that advances the independent living philosophy, and advocates for the human rights of people with disabilities.	www.ncil.org	703-525-3406
The Arc of the United States - a national organization of and for people with mental retardation and related developmental disabilities and their families.	www.thearc.org	615-248-5857 (TN. state chapter)
TASH - a membership organization that has addressed equity, quality, and social justice for people with disabilities since 1975.	www.tash.org	410-828-8274
Half the Planet - disability resources network.	www.halftheplanet.com	
Access Unlimited - The disability link bard, disability resources and information in a wide variety of topics.	www.accessunlimited.com/links.html	
The National Association of Protection and Advocacy Systems	www.protectionandadvocacy.com	202-408-9514



Community Building and Connecting

Capacity Works – community building, and person centered planning resources from Beth Mount.	www.capacityworks.com	888-840-8578
Inclusion Press International – community building/connecting resources.	www.inclusion.com	416-658-5363
Quality Mall - person-centered services supporting people with developmental disabilities.	www.qualitymall.org	612-624-6328
Capabilities Unlimited - an organization committed to the inclusion of all people, with and without disabilities, to reach their full potential in their communities.	http://brugold.com/cui.html	



Employment

The Social Security Administration Office of Employment Programs	www.ssa.gov/work/index2.html	
The Training Resource Network – Offers resources and training in the area of supported employment.	www.trninc.com	866-823-9800
University of Tennessee Technology Inclusion and Employment (UT-TIE)	http://ut-tie.he.utk.edu	865-974-9400
Association for Persons in Supported Employment	www.apse.org	804-278-9187
VCU RRTC Workplace Supports Project – offering information, resources and research connecting employers with qualified individuals who have disabilities.	www.worksupport.com	804-828-1851
First Government for Workers – connecting American workers and their families to government services and information.	www.workers.gov	
New Freedom Initiative – covers federal disability employment initiatives.	www.disability.gov	
U.S. Department of Labor Office of Disability Employment Policy, Employment Assistance Referral Network	www.earnworks.com	866-327-6669
The State Partnership Systems Change Initiative	www.spiconnect.org	804-828-1851
Tennessee Department of Labor and Workforce Development	http://www.state.tn.us/labor-wfd	615-741-6642



Families and Family Support

National Center for Family Support at the Human Services Research Institute – provides training and technical assistance on family support.	http://www.familysupport-hsri.org	503-885-1436
National Respite Coalition, Lifespan Respite Task Force – working toward universal availability of	http://www.chtop.com/force.htm	703-256-9578

respite for all who seek it.		
Family Voices – families and friends speaking on behalf of children with special health care needs.	www.familyvoices.org	505-872-4774
Kids Together – information and resources for children and adults with disabilities.	www.kidstogether.org	
Family Resources Center – provides education, training, information and referral to parents, professionals, and volunteers on disability issues, particularly special education.	www.frcd.org	312-939-3513
Family Village – a global community of disability related resources.	www.familyvillage.wisc.edu/index.htmlx	Waisman Center, University of Wisconsin-Madison, 1500 Highland Ave. Madison, WI. 53705
National Parent Network on Disability – Dedicated to empowering parents by providing the most up to date information on the activities of all three branches of government that impact individuals with disabilities and their families.	www.npnd.org/main.htm	
Tennessee Family Pathfinder – An Internet community for individuals and families seeking disability resources, run by Vanderbilt University Kennedy Center.	http://www.familypathfinder.org	615-322-8240



Government and Legislation

Southeast Disability and Business Technical Assistance Center – a regional assistance center on the Americans with Disabilities Act.	www.sedbtac.org	800-949-4232
The United States Senate	www.senate.gov	
Department of Justice ADA WebPages.	www.usdoj.gov/crt/ada/adahom1.htm	
FindLaw – access point to legal/law related issues.	www.findlaw.com	
FirstGov – an access point to all federal government web sites.	www.firstgov.gov	
National Conference of State Legislatures	www.ncsl.org	
United States Social Security Administration	www.ssa.gov	



Homeownership

Consortium for Citizens with Disabilities Housing Task Force	www.c-c-d.org/tf-housing.htm	202-785-3388
Housing and Urban Development (HUD) FairHousing and Equal Opportunity	www.hud.gov/fhe/fheacss.html	202-708-1112

HUD Home Page	www.hud.gov	202-708-1112
National Home of Your Own Alliance	http://alliance.unh.edu	
Center for Universal Design – environments and products for all people.	http://www.design.ncsu.edu/cud/index.html	919-515-3082



Self-determination

National Program Office on Self Determination	www.self-determination.org/index.htm	Institute on Disability, 7 Leavitt Lane, Suite 101, Durham, NC. 03824
Self Advocates Becoming Empowered – a national grass roots self advocacy organization.	www.sabeusa.org	
Independent Living – an organization that serves self-help organizations of people with disabilities who work for equal opportunity, self-determination, and self-respect.	http://www.independentliving.org	
Advocating Change Together (ACT), a self-advocacy organization in Minnesota	www.selfadvocacy.com	651-641-0297
Self Advocate Leadership Network	www.hsri.org/leaders/leaders.html	503-362-5682
Self Determination Synthesis Project	www.rfgreen.com/sdsp/right.htm	704547-3736
Western Connecticut Association of Human Rights – a self-advocacy organization in Connecticut.	www.wcahr.org	
Corporation for Enterprise Development – providing information about asset development, for example, individual development accounts.	www.cfed.org	



Book Resources

Title	Author
A Guide to Successful Employment for Individuals with Autism	Marcia Datlow Smith, Ronald G. Belcher and Patricia Juhrs
More than a Job	Paul Wehman and John Kregel
Supported Employment	Paul Wehman, Paul Sale, Wendy Parent
Keys to the Workplace	Michael J. Callahan and J. Bradley Garner
Working Together	David Hagner and Dale DiLeo

Title	Author
The Advance - a newsletter of the Association for Persons in Supported Employment	APSE - 1627 Monument Ave. Richmond, VA. 23220
Beyond Demographics: Strategic Responses to a Changing Workforce. One in a number of research reports by the Institute for Community Inclusion, at Children's Hospital, Boston Massachusetts.	William E. Kiernan, Joe Marrone, and John Butterworth. 617-355-6506
Supported Employment Handbook.	Valerie Brooke, Katherine Inge, Amy J. Armstrong, and Paul Wehman. Available through VCU RRTC on Workplace Supports. 804-828-1851.
The Impact of Supported Employment for People with Significant Disabilities.	Grant Revell, Katherine J. Inge, David Mank, Paul Wehman. VCU RRTC on Workplace Supports. 804-828-1851.

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CHAPTER 10 TITLE Accessing Therapy Services

Therapy services such as occupational therapy, physical therapy and speech-language pathology can be valuable resources for assisting a person to seek meaningful and gainful employment. In some cases, access to these services may be needed at the very beginning of the supported employment process. In other cases, consultation of a therapist may be needed to problem solve issues that arise once a person is already in the process or even already employed.

The supported employment agency should be aware of whether the person receiving supports is also receiving therapy services. If the person is presently receiving therapy services, then the agency should contact the therapist and should obtain copies of any current assessments, which can provide valuable information in terms of skills and areas of needed support that may relate to seeking employment. Therapy assessments and direct consultation with therapists can reveal information such as how the person communicates, special considerations for job interviews, needs for environmental modifications, and work-related skills. More specifically, the following information identifies specific areas each therapist can assess:

Physical Therapy

- Environmental accessibility
- Teach others to safely assist someone who has difficulty moving around in their environments
- Teach the person or others supporting the person to help reposition themselves in their wheelchair periodically throughout the day to avoid skin integrity problems that could lead to loss of work
- Wheelchair mobility assessment/training in work environment

Speech and Language Pathology

- Communication systems and other related assistive technology

- Assisting with communicating with unfamiliar listeners and strangers (when a person's present mode of communication is not meeting his or her needs in the work setting)
- Identifying systems to assist with difficult transitions, staying on schedule, and completing tasks
- Developing language skills to assist in job interviews and on the job communication
- Addressing frustration when not understood by others or cannot appropriately express their frustration due to poor communication skills
- Working with person on social skills (such as turn-taking skills, inappropriate use of affection, inappropriate use of words, behaviors related to inability to effectively communicate needs)
- Assessing the environment to assist in improving a person's ability to make choices, requests and comments
- Problems during mealtime such as eating too fast (putting self at risk to choke) or other mealtime issues that affect acceptance of someone who eats during the time they are at work (drooling, taking other people's food)

Occupational Therapy

"OT – Skills for the job of living"

- Functional fine and gross motor skills (dexterity, speed, tool use, strength, coordination)
- Environmental adaptations (including making recommendations about sensory based issues such as lighting, noise levels, personal space, transitions)
- Accessibility
- Adaptive equipment
- Task analysis (breaking down tasks and teaching others to teach tasks to the person)
- Attention to task
- Functional math skills (time management, money management)
- Visual perceptual skills (depth perception)
- Social skills
- Self-care (good hygiene)
- Writing skills (signing name to a check or other documents), phone skills
- Identify learning styles
- Ergonomics to promote a healthy environment and to prevent injury
- Wheelchair mobility assessment/training in work environment
- Problems during mealtime such as eating too fast (putting self at risk to choke) or other mealtime issues that affect acceptance of someone who eats during the time they are at work (drooling, taking other people's food)

In addition to providing the above supports for the person seeking employment, therapists can provide training related to the above issues for job coaches,

natural supports, employers and co-workers, as appropriate, in regards to people's needs.

? Frequently Asked Question

Q. If a person seeking employment appears as though they could benefit from a therapy assessment, how do I access this support?

A. The need for a therapy assessment should be presented to the Circle of Support and the Independent Support Coordinator can then pursue securing a therapy provider.

Q. Can the therapist go to the work site?

A. Yes, the therapist can go to the work site. They do need to make prior arrangements with the job coach and/or supervisor to avoid any disruptions in the workplace.

Q. Does the therapist have to work directly with the individual or can they work with the job coach on training?

A. The therapist can work with the individual and train, model, mentor the job coach as long as the individual is present during those sessions.

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TITLE Glossary

GLOSSARY OF TERMS USED IN SUPPORTED EMPLOYMENT

Advocacy: In Supported Employment, advocacy refers to any activity that aims to increase or facilitate the stability and meaningfulness of the individual's employment. Advocacy would include helping supervisors and co-workers to accommodate and take interest in the individual; assisting the individual in interviewing and wage negotiations; interfacing with involved agencies and professionals; educating family or community living staff on pay, benefits, job rules, etc.; facilitating the individual's access to social/recreational programs.

Age-Appropriate: The social expectations, behaviors, manners of dress, types of activities, settings, and requirements of activities generally attributable to persons of the same age.

Blind Work Expenses (SSI): An allowance so that any earned income of a blind individual used to meet any expenses reasonably attributable to earning the income is not counted in determining Supplemental Security Income (SSI) eligibility and the payment amount.

Break-even Point (SSI): The dollar amount at which total income precludes (SSI) payment. SSI payments will decrease as an individual's income increases until the point where he or she is no longer eligible for any SSI payments. Individual break-even points vary with the person's earned/unearned income mix, applicable income exclusions, and state supplement eligibility, if any. Under 1619(b) of the Social Security Act, even persons no longer eligible for SSI payments may still be eligible for Medicaid, if alternative, appropriate health care is unavailable.

Business Advisory Committee: A group of local businesspersons which provides ongoing support and advice to community-based supported employment programs in

areas such as economic development, marketing techniques, and employment opportunities.

Career Planning: The systematic process of working with an individual in order to determine what types of jobs match his/her desires, skills, and aptitudes. The key is to involve the individual, and those who know him/her best, in every step of the process. Career planning should be available to all individuals who express an interest in employment.

Choice: In Supported Employment, choice means that there are sufficient options related to an individual's interests and desires in life to exercise control and autonomy over the direction of their lives (APSE's Ethical Guidelines for Professionals in Supported Employment).

Circle of Support: People, usually family, friends, coworkers, and sometimes including paid or professional service providers, who provide active endorsement of employment and active emotional and other support to the job seeker.

Community Based: Community based refers to a job or service that is located or provided in a normal competitive employment setting. The opposite would be a "facility based" job or service that is provided within a rehabilitation program's facility, such as a sheltered workshop or an activity center.

Competitive Employment: When an individual is capable of searching for, finding, obtaining, and retaining employment, **without support**, in the competitive workplace. The Medicaid Waiver definition of Supported Employment states that SE services are appropriate "for individuals for whom **competitive employment** at or above the minimum wage is unlikely, and who, because of their disabilities, need intensive ongoing support and or supervision by either paid or unpaid sources to perform in a work setting".

Competitive Work: As used to describe Supported Employment in the 1986 amendment to the Rehabilitation Act, the term "competitive work" refers to the work environment rather than wage level(s). In this context, competitive work means employment in a normal or regular community based work setting as opposed to employment in a sheltered workshop or other setting designed primarily for people with disabilities.

Continuing Disability Review (SSDI and SSI): The process of obtaining current information about an individual's condition and any work activity so that the Social Security Administration may determine if disability payments should continue.

Countable Income (SSI): The amount of money remaining after exclusions are deducted from total income – used by the Social Security Administration to determine SSI eligibility and the level of SSI monthly payment.

Cue (or "prompt"): A verbal, gestural or physical assist given to the trainee/worker by the job coach to foster the correct step in the performance of a task. The job coach should seek to employ the least intrusive cue possible that will result in the desired outcome. Careful, periodic monitoring, i.e. weekly, and documenting by the job coach of

the decreasing number and types of cues needed by the worker to perform effectively is essential to evaluating the progress in training.

Eligibility: A person's status based on certain criteria to determine whether a person may or may not receive services. Basic eligibility for supported employment is based on expectations that the candidate will not succeed in competitive employment without follow-along or extended support services. Eligibility for services from Vocational Rehabilitation (VR) requires that the person has a physical or mental disability that is or results in an impediment to employment and requires vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment. Eligibility for supported employment under VR requires eligibility for VR, a determination that the individual has a most severe disability (limitation of two or more functional capacities requiring multiple services over an extended time), and identification of supported employment as the appropriate rehabilitation objective.

Employability Skills: Those skills related to successfully seeking and keeping a job.

Employment Consultant (Employment Specialist, Job Coach): The person responsible for helping persons with disabilities obtain meaningful jobs most desired by them, including developing jobs, consulting with employers, facilitating training and social support for all job-specific and ancillary skills required for job retention, monitoring progress on the job, documenting progress and employer satisfaction, and advocating for the worker.

Enclave: Consist of a small group of approximately 3-6 individuals with disabilities who work in a local industry with training, supervision and ongoing support provided by a job coach from a community agency. Supported employment enclaves are distinguished by the continuous, individualized job and integrative social skills training provided in the workplace. There is ongoing and frequent opportunity for the individuals working in an enclave to have interaction with other workers (not including agency staff) during the workday. There should be opportunity for individuals to be absorbed into the regular work force as work skills develop.

Extended Period of Eligibility (SSDI): Permits the reinstatement of benefits, without a new application or disability determination, to those people whose benefits stop because of substantial gainful activity, if substantial gainful activity is discontinued at any point within a specific period immediately following the trial work period. Impairment severity must continue.

Extended Services: As defined in federal regulations, these are support services that begin from the point of transition from initial supported employment services that assist a person to become employed and stabilized. Extended services may not be funded by Vocational Rehabilitation; they must be funded through one or more other resources.

Fading: The deliberate and gradual reduction in the amount of direct, on-site intervention time the job coach spends with the worker, especially in the Individual Supported Employment Model. Fading occurs in accordance with the worker's ability to perform job tasks with increasing independence and the transfer of the source of day-to-day support from the job coach to supervisors and co-workers (see natural supports). Of all the areas of job coaching, the one that is the most difficult for many job coaches is

fading. It is important that in as much as possible, and in the shortest gradual time frame possible, the job coach must move out of the workplace. It is now known that when a job coach does not fade, it actually hinders job retention.

Follow-Along: The process of ongoing assessment, advocacy, intervention, and development of resources which begins when the workplace supports have faded so significantly that only minimal and periodic services/supports are required. Follow-along activities include, but are not limited to, development of an individualized follow-along plan, including the amount and types of workplace contacts that will be made. Follow-along activities might also include regular contact with family, and/or residential staff for identification and elimination of potential problems. It may include assisting the individual in accessing community recreation activities, or development of resources to facilitate inclusion and independence on the job site. These services could last indefinitely.

full-time Employment: The minimum number of weekly work hours needed to qualify for the top fringe benefit package the employer offers to a particular class of employees. Varies from employer to employer, but is frequently set at 30 or 35 hours per week.

Impairment Related Work Expenses (IRWE): For SSDI and SSI individuals with disabilities (except blindness), wherein the cost of certain items and services needed to work, even though also needed for normal daily activities (e.g., attendant care services, medical devices), can be deducted from earnings in determining if the individual demonstrates the ability to engage in substantial gainful activity. Also provides that these same expenses can be deducted, under certain circumstances, from earned income to determine an SSI recipient's countable earned income.

Inclusion (sometimes referred to as integration): The degree to which the employment situation provides the individual with opportunity for contact with non-disabled co-workers and/or the public. Of the various Supported Employment models the Individual Placement Model tends to offer more inclusion. However, Enclaves and Mobile Crews can offer many opportunities for inclusion if structured to do so.

Interagency Screening: A process by which a team of various agency and/or school representatives reviews applications for supported employment services.

Job Analysis (also called position analysis): Development of a detailed description of the job requirements in terms of component task demands and working conditions. The job analysis is required for purposes of job matching and for developing a potential training plan. The job analysis is usually done by the Employment Specialist/Job Developer as a final stage of job development. Each job analysis is highly job specific and should not be regarded as automatically transferable other jobs with similar titles.

Job Carving: Combining parts of one or more existing jobs in order to create a meaningful job for an individual with disabilities.

Job Coaching: Job coaching involves activities by someone that are directed at assisting an individual with a disability in learning and/or retaining a job. To assist a person in learning a job it would involve working at the job with the individual. The job coach would teach the job tasks to the worker, assess the worker's performance, and support and provide feedback on the job. To assist a person in maintaining a job, it would involve increasing the worker's performance toward industry standards, resolving

transportation issues, resolving problems at the workplace or with co-workers, resolving problems outside the workplace that effect work.

Job Development: This involves activities related to finding a job for a person with a disability. Key aspects of the job development process include:

1. Jobs developed must reflect the interests and abilities of the individual, as well as the employer's needs.
2. The individual must be involved, in as much as possible, throughout the job development process. This will help build "ownership" in the job.
3. Approaches for developing employer relations and linking individuals with private and public sector labor needs are respectful and image enhancing.
4. Materials and interactions are professional and businesslike.
5. People with disabilities are not portrayed in ways that contribute to stereotypes or other misconceptions.

Job Matching: The process of pairing the job analysis with the individual's interests and abilities.

Job Preparatory Program: Vocational education courses designed to provide students with competencies for effective entry into an occupation such as agriculture and natural resources, business, health occupations, home economics, industry, marketing, and public service.

Job Readiness: Refers to the mythical point at which an individual is prepared for employment based upon possession of necessary work skills, social competence, and job seeking and interview skills. Since many persons are screened out of job opportunities as a result of being incorrectly considered not ready, this concept has been abandoned in supported employment.

Job Related Skills: The additional skills needed in a job beyond those required to perform the work itself. Job related skills could include the ability to use public transportation, appropriate grooming and hygiene, preparation or purchasing lunch, depositing paychecks, following company rules, etc.

Job Specific Training: On-the-job training in the actual tasks the individual is hired to perform. This is done under the actual conditions of that work place. Job-specific training eliminates the problems for many people with severe disabilities, especially those with mental retardation and/or brain injuries, in generalizing or transferring skills learned from one setting or situation to another.

Least Restrictive Environment (LRE): When an individual with disabilities has an individual educational plan (IEP) that appropriately reflects his or her desires and needs, is in a setting that is based on the plan, and is in an educational or work environment with persons without disabilities where he or she participates socially.

Medicaid (SSI): Medical coverage provided to an individual by the State Title XIX program. Persons receiving SSI are eligible for Medicaid.

Medicare (SSDI): Health insurance program for eligible people who are disabled or retired. Persons receiving SSDI become eligible for Medicare after 24 months of receiving SSDI. This comes in two parts:

1. hospital Insurance
2. supplementary medical insurance

Natural Supports: Assisting the employer to facilitate, enhance, or expand the existing strategies and resources for support and accommodation within an employment setting and culture while assisting the supported employee to become a valued member of a work team in order to receive ongoing support with work and social needs from coworkers.

Normalization: Emphasizes the participation of persons with disabilities in society to the extent possible and as independently as possible. It involves the use of socially and culturally acceptable means to assist persons with disabilities to live socially and culturally valued lives; offer persons with disabilities life conditions comparable to their peers without disabilities in their community; and establishes and supports behaviors, appearances, experiences, and interpretations that are as culturally normal as possible.

On-the-Job Training (OJT): A planned experience in a workplace through which the individual learns to perform job tasks, thus obtaining realistic experiences, knowledge, skills, and attitudes in an occupational field.

Plan for Achieving Self Support (PASS): In Supplemental Security Income program (SSI), a recipient is permitted through a PASS to receive earned and unearned income and accumulate resources over a reasonable period of time in order to obtain occupational training and education and purchase occupational equipment or other things to encourage financial self-support. The income and resources set aside under a plan are excluded from the SSI income and resources tests.

Plan of Services: Any of various school or agency documents intended to describe the needs of a person with disabilities and a plan to meet these needs, including services, timelines, and some delineation of responsibilities related to provision of needed services. Examples of such plans include the individualized education plan (IEP), individualized prescriptive program (IPP), habilitation plan (HP), and individual plan of employment (IPE).

Post Employment Services: Relates to services to people funded by DVR (DRS in TN). Described as “traditionally time limited” in the Rehabilitation Act (DVR), post employment services differ from ongoing support services in being short-term or one-time services in response to problems of a discrete rather than a chronic nature. Examples of DRS post-employment services would include: repair or refitting or prosthetic/orthotic devices, short-term retraining or training on a newly added job component or new production method, temporary funding of transportation until the regular source is available, purchase of newly required tools, equipment, or uniforms not provided by the employer.

Private Industry Council (PIC): Local groups composed of not less than 50 percent private sector members who oversee the Job Training Partnership Act at the local level.

Provider: An individual, group of individuals, or organization offering one or more services, usually under some kind of fee or contract arrangement.

Quality of Life: Those aspects of life that a person finds more or less desirable and satisfying leading to a preferred lifestyle.

Rehabilitation Engineering: The systematic application of technologies and engineering to meet the needs of and address the barriers confronted by individuals with disabilities.

Residential Services: Various community living options for persons with disabilities. A person may be independent or semi-independent in a setting, depending on the needs of the individual and the services provided. These settings might include:

Own home or apartment: A person lives in and maintains his or her own home or apartment with varying degrees of generic and/or specialized assistance (also known as supported living).

Family care: A caretaker provides a home for someone and helps him or her to the extent necessary to participate in normal activities and meet the demands of daily living.

Foster care: A residence that provides an environment similar to family living, including supervision and care necessary to meet the physical, emotional, and social needs of its residents. Capacity is no more than three residents (excluding caregivers).

Group home: A residence for a small number of people that includes the supervision and care necessary to meet the physical, emotional, and social needs of its residents.

Intermediate Care Facilities for the Developmentally Disabled (ICF/DD): A residence licensed in accordance with state law and certified by the federal government as a provider of Medicaid services to persons who are developmentally disabled or who have related conditions.

Reward/Positive Reinforcer: An event or thing which increases the likelihood of the associated act being repeated. Material reinforcers would include wage increases, bonuses, prizes or premiums. They could include clothes, etc. that are purchased with money earned at the job. Social reinforcers, such as praise, recognition, etc. tend to have more long lasting effect. In general, the job coach should select reinforcers that have the greatest personal significance for the given individual.

School-To-Work Transition: The systematic process whereby students with disabilities are provided the experiences, skills, and assistance needed to bridge the gap between school and job. Supported Employment may be the employment option of choice for many students who are not prepared either for direct, regular, competitive employment or for higher education.

Services: Technical assistance (such as counseling, training, advocacy in specialized areas) provided to individuals with disabilities to facilitate their participation in education, employment, and activities in the community.

Sheltered Employment: Employment in a segregated work setting for persons with disabilities.

Situational Assessment: A process of systematic observation for evaluation of work-

related behaviors in an actual work environment.

Social Security Disability Insurance (SSDI): A federal benefit program for people who have worked and paid social security taxes for two quarters or more each year after age 21 and become disabled and unable to work at a substantial level. A person whose disability occurred before age 22 may collect benefits if his or her parent is eligible for social security.

Stabilization: Job performance acceptable to the employer and maintained satisfactorily by the employee for a period of at least 60 days, with ongoing support services that do not exceed 20 percent of normal work hours.

Substantial Gainful Activity (SSDI/SSI): The performance of significant duties over a reasonable period of time in work for remuneration or profit. The earnings level that represents substantial gainful activity is set by the Social Security Administration.

Supplemental Security Income (SSI): A federal welfare program designed for people who meet disability requirements and who have little or no income or resources. The level of benefits to be received varies. SSI recipients are eligible for Medicaid.

Supported Employment: Community based employment in an inclusive/integrated work setting that provides regular opportunity for contact with non-disabled co-workers and/or the public. Service intensity varies as per individual need, but the service itself is intended to be long-term. Services and supports are provided to help the individual seek employment, gain employment, learn the tasks required for the job, and, finally, to support job retention.

Ticket to Work: This program by the Social Security Administration (SSA) establishes an entitlement to a “ticket” for every individual with a disability who meets eligibility criteria. The ticket may be used to obtain vocational rehabilitation, employment, and other support services from any service provider of their choice willing to accept the assignment. During the period for which an individual is using a ticket, SSA may not initiate a continuing disability review to determine whether an individual is or is not considered disabled under the SSDI or SSI program. SSA pays the provider in accordance with either an outcome payment system or an outcome-milestone payment system.

Transition: A coordinated set of activities for a student with a disability that are designed within an outcome-oriented process which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; are based upon the individual student's needs, taking into account the student's preferences and interests; and include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Specialist: An individual who works with school guidance counselors, teachers, representatives from community agencies, and students and their families to develop and implement procedures for assisting students in their transition from school

to work or advanced education.

Transitional Training Phase: This is a term for the phase that begins with the job-match and placement of the individual on the job; extends through the period of intensive on-site training and advocacy; and concludes when the individual's need for direct support by paid staff reaches the point of least intrusiveness in the workplace.

Trial Work Period: Used in SSDI as a method of determining whether or not an individual is considered to be capable of performing substantial gainful activity. Begins with the month of entitlement or the month of application, whichever is later. It ends after nine service months (not necessarily consecutive).

Vocational Assessment: A comprehensive process for determining career development and vocational goals and expectations of persons based upon their interests, skills, and experiences.

Vocational Education: Instruction not necessarily leading to a baccalaureate degree, either graded or ungraded, including job preparatory programs, exploratory courses, continuing workforce education, practical arts courses, and courses integrating basic academic and vocational skills.

Vocational Evaluation: Comprehensive process that systematically uses work, either real or simulated, as the focal point for assessment and vocational exploration, the purpose of which is to assist individuals in vocational development. Vocational evaluation incorporates medical, psychological, social, vocational, educational, cultural, and economic data.

Vocational Specialist: An individual who provides special services to students with disabilities enrolled in vocational education, including but not limited to guidance and counseling, tutoring, networking with agencies, curriculum modification, supervision of on-the job training experiences, vocational assessment, job development, and job placement.

Wages: Compensation for working, usually on an hourly basis. Wage payments, including sub-minimum rates, are governed by the Fair Labor Standards Act.

Work Adjustment: An individually tailored rehabilitation service aimed at helping the individual to acquire work habits and/or related social skills considered necessary for successful employment. Work adjustment is more effective when provided on the job itself in conjunction with job skill training and other support services.

Work Experience: Provides students, through part-time employment in a work environment with concurrent classroom instruction, with experience that develops social skills, work attitudes, and job skills for choosing a vocation.

Workforce Development Boards: Local groups of employers, providers, and others organized to implement workforce development legislation provisions, including one-stop centers, school-to-work, high technology/high wage, and welfare-to-work.